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ABSTRACT

A project was undertaken in Humboldt County to collect information from large and small businesses in the areas of agriculture, mining, manufacturing, transportation, wholesale and retail, finance, services, and public information with respect to their employee requirements and needs. In all, 451 firms were surveyed to determine the size of the firm; expected job openings; the variety of entry-level positions available; preferred employee characteristics; desired training programs; whether the firm had worked with Comprehensive Employment and Training Act (CETA) agencies, the Humboldt Regional Occupational Program (HROP), or the College of the Redwoods; the hiring and performance of clientele from these agencies; and staff development programs offered. Findings, based on an 89.8% response rate, revealed that: (1) 22% of the firms had trained CETA workers and 20.1% had trained HROP clientele; (2) 32.8% had only one entry-level position in their business, 27.8% had two positions, and 21.6% had three positions; (3) 40.2% of the entry-level positions were in the clerical and sales category; (4) 16.2% of the firms provided classroom training for entry-level employees and 31.5% offered staff development programs; and (5) 54.8% indicated that their firm would participate in workshops and continuing education courses. The study report provides responses to open-ended questions, additional respondent comments, manufacturing firms' responses to economic questions, and the questionnaire. (HB)

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Humboldt County Employer Survey

Humboldt County Labor Market Information Project
June, 1981

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JC 820 506

Humboldt County Employer Survey

Humboldt County Labor Market
Information Project
Dave Lyons - Project Coordinator

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HUMBOLDT COUNTY LABOR MARKET INFORMATION PROJECT
A DESCRIPTION

The Humboldt County Labor Market Information Project consists of four projects that were created to develop quality labor market information for Humboldt County.

The project was funded by a consortium of data users in Humboldt County. Consortium members are:

Humboldt County Office of Education
Humboldt County CETA
College of the Redwoods
California Employment Development Department
State of California CETA - Governor's Grant

A Technical Steering Committee for the project was formed consisting of members from each agency in the consortium. The Technical Steering Committee members are:

Dave Lyons, Project Coordinator
Rick Richter, College of the Redwoods
Gabrielle Parkinson, Humboldt County Office of Education
Joe Felardo, Humboldt County Office of Education
Betty Reardon, California Employment Development Department
Richard Whaley, California Employment Development Department
Jim Flowers, Humboldt County CETA
Chris Wallis, Humboldt County CETA

The four sub-projects are described briefly below.

HUMBOLDT COUNTY LABOR MARKET INFORMATION DIRECTORY

The Humboldt County Labor Market Information Directory consists of approximately 400 bibliographic references that relate to labor market information. Labor market information that relates specifically to Humboldt County is given special treatment.

HUMBOLDT COUNTY EMPLOYER SURVEY

The Humboldt County Employer Survey gathered information from over 600 employers in Humboldt County. The information gathered covered such areas as size of firm, expected job openings, preferred employee characteristics, desired training programs and many other variables of interest.

CHARACTERISTICS OF CETA - ELIGIBLE PERSONS

Demographic characteristics and other information were aggregated for persons that had applied and were eligible for CETA service. An important distinction was made for those who were served and those who were not served.

STUDENT VOCATIONAL INTEREST SURVEY

This survey examined the vocational interest of a sample of high school juniors and seniors as well as community college students in Humboldt County.

ACKNOWLEDGEMENTS

This report was prepared by Dave Lyons, Project Coordinator of the Humboldt County Labor Market Information Project with the guidance of a Technical Steering Committee.

This project could never have been done without the assistance of the following people:

Beverly Carmack
Kay Fraser
Jeannie Finnegan
Sandi Gubel
Betty Harris
Agnes Preble
Sherry Skillwoman

The document was written by Kay Fraser, Dave Lyons and Sherry Skillwoman.

Sherry Skillwoman provided the computer data analysis.

Agnes Preble provided excellent typing services for the project.

We also wish to thank the Private Industry Council (PIC) for their part in the project.

INTRODUCTION

Education and training program planning often takes place without good quality local information. Recognizing this fact, local and state CETA, College of the Redwoods, the local Employment Developement Department and the Humboldt County Office of Education participated in the Humboldt County Employer Survey Project.

The purpose of this project was to collect information from large and small employers about their employee requirements and needs.

To that end, a questionnaire was designed and an extensive series of questions was asked of a randomly selected group of employers in Humboldt County.

This document reports the basic findings of the study. Additional information may be obtained by contacting:

Rich Richter, Director
Occupational Education
College of the Redwoods
Eureka, CA 95501 Telephone: (707) 443-8411 ext. 600

STUDY DESIGN

A systematic sampling procedure was used to draw a probability sample from the most current available list of employers in Humboldt County. The systematic procedure is an excellent approximation of random sampling. The sample was drawn from a list of companies covered by state unemployment insurance as of December, 1979.

The sampling list was ordered by 3-digit Standard Industrial Classification (SIC) code. It was known that large firms constituted a quite large share of the total employment in the county. Consequently, it was decided that all employers in the county with 50 or more employees should be surveyed.

Manufacturers were also a targeted group, not necessarily for their representativeness, but because several questions needed to be asked of manufacturerers. The group of manufacturers that were not in the 50 and over group were deleted from the total analysis. They were included when the questions were asked of manufacturers only.

Government was not represented on the initial sampling list. By using Employment Data and Research records, we were able to identify all the government entities in Humboldt County and their employment size categories. A sample of governments was then selected and included in the study.

Unreliability is introduced into the data through the sampling procedure. If however, the data has been drawn according to a random process it is possible to determine the range of error by applying probability principles.

This survey was designed to employ a 95% confidence level with a 5% tolerated error on the result. This means that the chances were 95 out of 100 that the results obtained in the survey were within 5% (on either side of the estimate) of those that would be obtained by surveying all employers in the county.

FIRM DISTRIBUTION BY

SIC GROUP

SIC GROUPS	RANDOM	ACTUALLY RECEIVED	50 & OVER	ACTUALLY RECEIVED	MANUFACTURING (later added)	ACTUALLY RECEIVED	SAMPLE BASE
000's	25	17	1	1			23
100's	33	18	7	1			30
200's	23	18	16	16	71	52	37
300's	8	6	1	1	23	16	9
400's	20	16	9	5			26
500's	153	126	23	17			158
600's	13	12	4	1			15
700's	49	43	6	6			52
800's	69	64	14	13			77
900's	18	16	8	8			24
TOTALS	411	336	89	69	94	68	451

Note: 49 firms were out of business, had no operation in Humboldt County or no employees. These were subtracted from the totals for Random and Over 50 groups to determine the Sampling Base of 451 firms.

Note: 20 firms in the Manufacturers were out of business, had no operation in Humboldt County, or no employees. They were subtracted from the total of 142 manufacturers to form the Sampling Base of 122

Five hundred and ninety-four (594) businesses in Humboldt County were surveyed by Employer Survey Staff. Of that 594, 411 firms were in the systematic random sample and 89 firms were added for the over 50 group. Ninety-four firms were manufacturing firms which were added after the original sample was selected. Those firms that were out of business, that had no operation in Humboldt County or that currently had no employees were removed from the original sample leaving us with a total of 451 employees, as noted in the table below under Sampling Base. Four hundred and five (405) or 89.8% of the 451 were successfully interviewed. The analysis for all but the questions pertaining to manufacturers will concentrate on the 405 completed interviews. The questions that pertained to manufacturers will use the 109 interviews from manufacturers as the response base. These 109 interviews constituted 89.3% of the 122 sampling base interviews with manufacturers.

The following table shows the distribution of firms by SIC code and their sampling status.

The Standard Industrial Classification codes are grouped in the following way:

		No. of Firms
000's	Agriculture, forestry and fishing	23
100's	Mining and Construction	30
200's	Manufacturning	37
300's	Manufacturing	9
400's	Transportation, Communication and utilities	26
500's	Wholesale and Retail Trade	158
600's	Finance, Insurance and Real Estate	15
700's	Services	52
800's	Services	77
900's	Public Administration	24
	Total	451

Tolerated error increases as the sample size decreases. The following table will assist in determning the accuracy of the data where the number of respondents was less than the total sample.

SAMPLE SIZE AND TOLERATED ERROR

Tolerated Error	Required Number of Respondents
400	5%
300	6%
200	7%
100	10%
50	14%
25	20%

The questionnaire was developed by Employer Survey Staff in conjunction with the Technical Steering Committee for the project. Three revisions were necessary to obtain correct wording. The final draft was pre-tested and the Technical Steering Committee examined the results of the pre-test before approving the questionnaire.

Follow-up interviewers were given telephone interviewer training and supervision. As part of the training, the objectives of the study and the sampling procedures were explained.

The questionnaires were mailed out the first week in April. Follow-up phone interviews began the fourth week in April. Telephone follow-up interviews were necessary for approximately 70% of the sample. Interviewers were instructed to call-back until they either received an interview or a refusal.

The great bulk of the calling was done from our office which allowed us to closely supervise the calling.

All questionnaires were reviewed and coded before being submitted to data processing. College of the Redwoods provided keypunch services for the data.

PROFILE OF THE SAMPLE

12

STANDARD INDUSTRIAL CLASSIFICATION (SIC)

VARIABLE 2

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Agriculture, Forestry, Hunting	1	17	4.2	4.3	4.3
Mineral Extraction, Construction	2.	19	4.7	4.7	9.0
Food, Textile, Wood & Chemical Mfg. Printing	3.	34	8.5	8.5	17.5
Rubber, Leather, Stone Metal & Electrical Prod.	4.	7	1.7	1.7	19.3
Transportation, Warehousing, Communication & Utilities	5.	21	5.2	5.3	24.5
Wholesale & Retail	6.	142	35.3	35.5	60.0
Finance, Insurance & Real Estate	7.	13	3.2	3.3	63.2
Lodging, Personal & Business Services Automotive & Repair Services, Entertainment	8.	48	11.9	12.0	75.2
Health, Legal, Education & Social Service, Membership Organizations & Technical Services	9.	77	19.2	19.3	94.5
Government Agencies	10	22	5.5	5.5	100.0
	999	2	.5	Missing	
	Total	402	100.0	100.0	

Valid Cases 400 Missing Cases 2

STANDARD INDUSTRIAL CLASSIFICATION (SIC)

VARIABLE 2 Cont'd

Category 6 had the largest number of employers (142) for 35.5% of those sampled. The next largest category was #9 with 77 employers (19.3%). Forty-eight (48) employers or 12.0% fell into category 8. Category 3 had 34 employers who responded (8.5%). Categories 1,2,5, and 10 contained approximately equal proportions (4.3%-5.5%) of sampled employers. The smallest numbers of employers fell in categories 7 & 13. Only 2 of the employers sampled did not have information on which to categorize their type of business.

EMPLOYEE COUNT

VARIABLE 3

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
3-5 employees	1.	137	34.1	34.9	34.9
6-10 employees	2.	85	21.1	21.7	56.6
11-20 employees	3.	69	17.2	17.6	74.2
21-49 employees	4.	38	9.5	9.7	83.9
50 & above employees	5.	63	15.7	16.1	100.0
NA		10	2.5	Missing	
	Total	402	100.0	100.0	

Valid Cases 392 Missing Cases 10

One hundred thirty-seven (137) employers had 3-5 employees. Eighty-five had 6-10 employees. Sixty-nine employers had 11-20 employees. Thirty-eight (38) employers showed 21-49 employees. Sixty-three (63) had 50 or more employees. The information was not available for 10 firms.

ZIP CODE

VARIABLE 4

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Alderpoint	95411	1	.2	.3	1.3
Garberville	95440	15	3.7	3.8	5.0
Potter Valley	95469	1	.2	.3	5.3
Whitethorn	95489	1	.2	.3	5.5
Eureka	95501	209	52.0	52.5	58.0
Arcata/McKinleyville	95521	74	18.4	18.6	76.6
Bayside	95524	2	.5	.5	77.1
Blue Lake	95525	5	1.2	1.3	78.4
Carlotta	95528	1	.2	.3	78.6
Crescent City	95531	2	.5	.5	79.1
Ferndale	95536	6	1.5	1.5	80.7
Fields Landing	95537	1	.2	.3	80.9
Fortuna	95540	38	9.5	9.5	90.5
Hoopa	95546	4	1.0	1.0	91.5
Loleta	95551	2	.5	.5	92.0
Orick	95555	4	1.0	1.0	93.0
Orleans	95556	2	.5	.5	93.5
Redway	95560	5	1.2	1.3	94.7
Rio Dell	95562	3	.7	.8	95.5
Scotia	95565	2	.5	.5	96.0
Trinidad	95570	4	1.0	1.0	97.0
Weott	95571	2	.5	.5	97.5
Willow Creek	95573	4	1.0	1.0	98.5

This chart shows the zip code of the community college where the employers sampled have their business address.

HOW MANY PEOPLE WORK FOR YOUR FIRM, BUSINESS, OR AGENCY FULL-TIME?

VARIABLE 5

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
1-3 employees	1.	140	34.8	36.6	36.6
4-10 employees	2.	111	27.6	29.1	65.7
11-20 employees	3.	50	12.4	13.1	78.8
21-49 employees	4.	34	8.5	8.9	87.7
50 & above	5.	47	11.7	12.3	100.0
NA	0	20	4.9	Missing	
	Total	402	100.0	100.0	

Valid Cases 382 Missing Cases 20

The largest portion of the businesses sampled employed 1-3 full-time workers (140 or 36.6%). The number employing 4-10 full-time workers was somewhat lower (111 or 29.1%). A substantially less number (50 for 13.1%) employed 11-20 full-time workers. The employers with 50 and above full-time workers represented 47 businesses or 12.3% of those sampled. Only 34 of the businesses sampled (8.9%) employed 21-46 full-time workers. Twenty (20) firms did not answer this question.

HOW MANY PEOPLE WORK FOR YOUR FIRM, BUSINESS, OR AGENCY PERMANENT PART-TIME?

VARIABLE 6

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
1-3 employees	1.	132	32.8	54.1	54.1
4-10 employees	2.	67	16.7	27.5	81.6
11-20 employees	3.	16	4.0	6.6	88.1
21-49 employees	4.	17	4.2	7.0	95.1
50 & above	5.	12	3.0	4.9	100.0
NA		158	39.3	Missing	
	Total	402	100.0	100.0	

Valid Cases 244 Missing Cases 158

Over half the firms sampled (132 for 54.1%) had 1-3 permanent part-time workers. Another quarter (67 or 27.5%) of the firms employed 4-10 permanent part-time workers. Sixteen (16) firms (6.6%) used 11-20 permanent part-time workers and 17 firms employed 21-46 permanent part-time workers. The category of firms using 50 and above permanent part-timers contained 12 or 49% of those sampled. A sizeable number of employers did not use any permanent part-time workers or found the question inapplicable

HOW MANY PEOPLE WORK FOR YOUR FIRM, BUSINESS, OR AGENCY TEMPORARY PART-TIME?

VARIABLE 7

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
1-3 workers	1.	48	11.9	57.1	57.1
4-10 workers	2.	13	3.2	15.5	72.6
11-20 workers	3.	5	1.2	6.0	78.6
21-49 workers	4.	8	2.0	9.5	88.1
50 & above	5.	10	2.4	11.9	100.0
NA	0	318	79.2	Missing	
	Total	402	100.0	100.0	

Valid Cases 84 Missing Cases 318

Of the responsive employers, 57.1% (48) had 1-3 temporary part-time workers. Fifteen point five percent (15.5%) (13) had 4-10 temporary part-time workers and 6.0% had 11-20 temporary part-timers. Those using 21-49 temporary part-time workers constituted 9.5% (8) of the responsive sample. Another 11.9% (10) firms used 50 and above temporary part-time workers. Over half of the firms sampled did not use any temporary part-time workers or did not find the question applicable.

HOW MANY NEW EMPLOYEES WERE HIRED BY YOUR FIRM DURING THE CALENDAR YEAR 1980?

VARIABLE 8

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
1-3 employees	1.	152	37.8	49.4	49.4
4-10 employees	2.	85	21.1	27.6	76.9
11-20 employees	3.	25	6.2	8.1	85.1
21-49 employees	4.	22	5.5	7.1	92.2
50 & above	5.	24	6.0	7.8	100.0
NA	0	94	23.4	Missing	
	Total	402	100.0	100.0	

Valid Cases 308 Missing Cases 94

About half (152 or 49.4%) of the responsive employers had hired 1-3 employees in 1980. Another quarter of the sample (85 or 27.6%) had hired 4-10 employees in 1980. The number of firms hiring 11-20 (25), 21-49 (22) and 50 and above employees (24) was approximately equal. A large number of the firms sampled (94) hired zero employees in 1980 or found the question not applicable to their situation.

HOW MANY NEW EMPLOYEES DO YOU EXPECT TO HIRE IN CALENDAR YEAR 1981?

VARIABLE 9

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
1-3 employees	1.	102	25.4	53.4	53.4
4-10 employees	2.	43	10.7	22.5	75.9
11-20 employees	3.	15	3.7	7.9	83.8
21-49 employees	4.	12	3.0	6.3	90.1
50 & above	5.	19	4.7	9.9	100.0
NA		211	53.5	Missing	
	Total	402	100.0	100.0	

Valid Cases 191 Missing Cases 211

When asked to project the number of employees they would hire in 1981, most employers (102 or 53.4%) anticipated they would hire 1-3 employees. The second largest category of responsive employers anticipated hiring 4-10 employees in 1981. The number of employers projecting 50 and above hires in 1981 was next in size with 19 (9.9%) of the sample. Firms projecting 11-20 hires in 1981 accounted for 15 (7.9%) of those sampled. The smallest number of responding firms (12 or 6.3%) anticipated hiring 21-49 employees in 1981. Over half of the total firms sampled (211) found the question inapplicable or were not hiring any additional workers in 1981.

HOW LONG HAS YOUR FIRM OR ORGANIZATION OPERATED IN HUMBOLDT COUNTY?

VARIABLE 10

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
1-3 years	1.	37	9.2	9.5	9.5
4-10 years	2.	103	25.6	26.4	35.9
11-20 years	3.	81	20.1	20.8	56.7
21-50 years	4.	113	28.1	29.0	85.6
51 & above	5.	56	13.9	14.4	100.0
NA	999	12	3.0	Missing	
	Total	402	100.0	100.0	

Valid Cases 390 Missing Cases 12

The largest category of firms sampled had operated in Humboldt County for 21-50 years (113 or 29.0%). Those operating here for 4-10 years constituted 26.4% (103) of the sample and another 20.8% (81) had been in the county for 11-20 years. Fourteen point four percent (14.4%) (56) of the sampled firms had begun 51 or more years ago, and the newest firms (1-3 years of business here) were the smallest group accounting for 37 or 9.5% of those sampled. Information was not available for 12 of the businesses in the sample.

IS THE FIRM PLANNING TO EXPAND, ESTABLISH A BRANCH OFFICE OR RELOCATE IN THE NEXT YEAR?

VARIABLE 11

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
No	1.	338	84.1	85.6	85.6
Expansion on site	2.	33	8.2	8.4	93.9
Branch expansion	3.	17	4.2	4.3	98.2
Relocate other area	4.	7	1.7	1.8	100.0
NA	9.	7	1.7	Missing	
	Total	402	100.0	100.0	

Valid Cases 395 Missing Cases 7

When asked about plans to expand in the next year, many firms stressed that their future actions would be dependent upon market demands and the economy. Therefore, predictions were particularly speculative. The vast majority, 338 or 85.6%, anticipated no expansion in the coming year. Eight point four percent (8.4%) (33) predicted an expansion at their current site. Another 4.3% (17) anticipated they would expand by opening another branch. Only 7 firms (1.8%) planned to relocate in another area.

FAMILIARITY WITH AGENCIES

24

HAS YOUR FIRM WORKED WITH ANY OF THE FOLLOWING AGENCIES?

	No		Yes, Training Participants		Yes, Hiring Participants		Yes, Program Development		No of Cases	
	#	%	#	%	#	%	#	%		%
CETA	274	71.0%	85	22.0%	26	6.7%	1	0.3%	386	100%
College of the Redwoods	263	68.7%	77	20.1%	28	7.6%	14	3.7%	383	100%
Humboldt Regional Occupational Program (HROP)	303	80.8%	53	14.1%	15	4.0%	4	1.1%	375	100%

Over two thirds of the employers surveyed had not worked with these three agencies in any capacity. Approximately equal numbers of employers had trained CETA and College of the Redwoods workers (22/0% and 20.1%). A lesser number had trained HROP participants (14.1%). A substantially smaller portion of the employers sampled had hired participants connected with the three agencies in non-trainee positions (4.0% - 7.6%). Few firms had worked with any of the agencies to help develop programs there, with participation at College of the Redwoods being the greatest at 3.7%.

WOULD YOU CONSIDER WORKING WITH ANY OF THE FOLLOWING AGENCIES IN THE FUTURE?

	No		Yes, Training Participants		Yes, Hiring Participants		Yes, Program Development			
	#	%	#	%	#	%	#	%	No. of Cases	%
CETA	187	58.8%	107	31.9%	28	8.4%	3	.9%	335	100%
College of the Redwoods	135	39.9%	144	42.6%	49	14.5%	10	3.0%	338	100%
Humboldt Regional Occupational Program (HROP)	161	50.8%	118	37.2%	32	10.1%	6	1.9%	317	100%

With CETA, 58.8% (197) of those surveyed indicated they would not work with the agency. Almost one third (31.9%) or 107) said they would consider training CETA participants. Working with College of the Redwoods was not a consideration for 39.9% (135) of the firms. More firms (144 or 42.6%) were interested in training College of the Redwoods students, however 50.8% (161) of the firms indicated no interest in working with HROP. Over one third (118 for 37.2%) were interested in training HROP participants. With all the agencies, lack of familiarity with the program was at least an occasional reason for no interest in involvement. This was a frequent response with regard to HROP. Far fewer firms were interested in hiring participants on a non-trainee basis (8.4% - 14.5%). Only a few firms were interested in becoming involved with program development at any of the agencies.

ENTRY-LEVEL OCCUPATIONAL PROFILE

HOW MANY DIFFERENT TYPES OF ENTRY-LEVEL OCCUPATIONS DOES YOUR FIRM HAVE?

VARIABLE 18

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
1	1.	105	26.1	32.8	32.8
2	2.	88	22.1	27.8	60.6
3	3.	68	17.2	21.6	82.2
4 +	4.	57	14.2	17.8	100.0
NA	0	82	20.4	Missing	
	Total	402	100.0	100.0	

Valid Cases 320 Missing Cases 82

One hundred and five (105) firms (32.8%) indicated there was only one entry-level type position with their business. Eighty-nine (89) firms (27.8%) had 2 types of entry-level positions. Firms having 3 types of entry-level positions constituted 21.6% of the respondents and 17.8% had 4 types of entry-level positions. Eighty-two (82) firms indicated they had no positions that fit the survey's definition of entry-level jobs or thought the question was not applicable for some other reason. This occurred primarily with unionized businesses or professional firms where all positions required extensive training.

DICTIONARY OF OCCUPATIONAL TITLES (DOT) CODE FOR ENTRY-LEVEL OCCUPATION TITLE.

VARIABLE 19

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Professional & Technical 0-99	1.	8	2.0	2.3	2.3
Managerial 100-199	2.	17	4.2	4.9	7.2
Clerical & Sales 200-299	3.	140	34.8	40.2	47.4
Service 300-399	4.	83	20.6	23.9	71.3
Agricultural, Fishery, Forestry & Related Occup. 400-499	5.	16	4.0	4.6	75.9
Processing 500-599	6.	5	1.2	1.4	77.3
Machine Trades 600-699	7.	23	5.7	6.6	83.9
Benchwork 700-799	8.	5	1.2	1.4	85.3
Structural 800-899	9.	23	5.7	6.6	92.0
Miscellaneous 900-999	10.	28	7.0	8.0	100.0
NA	999	54	13.4	Missing	
	Total	402	100.0	100.0	

Valid Cases 348 Missing Cases 54

DICTIONARY OF OCCUPATIONAL TITLES (DOT) CODE FOR ENTRY-LEVEL OCCUPATION TITLE

VARIABLE 19 Cont'd

Most firms major entry-level position fit into the clerical and sales category, which got 40.2% of the total (140). The service category was the other large category with 23.9% (83). The remainder of the primary entry-level jobs received 8% or less per category. Fifty-four (54) firms left this question unanswered or did not find it applicable.

DICTIONARY OF OCCUPATIONAL TITLES (DOT) CODE FOR ENTRY-LEVEL OCCUPATION TITLE.

VARIABLE 20

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Professional & Technical 0-99	1.	8	2.0	3.3	3.3
Managerial 100-199	2.	15	3.7	6.3	9.6
Clerical & Sales 200-299	3.	101	25.1	42.1	51.7
Service 300-399	4.	56	13.9	23.3	75.0
Agricultural, Fishery, Forestry & Related Occup. 400-499	5.	10	2.5	4.2	79.2
Processing 500-599	6.	1	.2	.4	79.6
Machine Trades 600-699	7.	12	3.0	5.0	84.6
Benchwork 700-799	8.	0	0	0	0
Structural	9.	16	4.0	6.7	91.2
Miscellaneous	10.	21	5.2	8.8	100.0
	999.	162	40.3	Missing	
	Total	402	100.0	100.0	

Valid Cases 240 Missing Cases 162

DICTIONARY OF OCCUPATIONAL TITLES (DOT) CODE FOR ENTRY-LEVEL OCCUPATION TITLE.

VARIABLE 20 Cont'd

The distribution of the second major entry-level position was parallel to the distribution of the primary one. Clerical and sales jobs accounted for 42.1% (101) of the total and service positions constituted 23.3% (56) of the entry-level jobs. All other categories were substantially smaller. One hundred and sixty-two (162) employers had only one major type of entry-level job or found the question inapplicable.

DICTIONARY OF OCCUPATIONAL TITLES (DOT) CODE FOR ENTRY-LEVEL OCCUPATION TITLE

VARIABLE 21

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Professional & Technical 0-99	1.	6	1.5	4.4	4.4
Managerial 100-199	2.	8	2.0	5.9	10.3
Clerical & Sales 200-299	3.	51	12.7	37.5	47.8
Service 300-399	4.	35	8.7	25.7	73.5
Agricultural, Fishery, Forestry & Related Occup. 400-499	5.	4	1.0	2.9	76.5
Processing 500-599	6.	1	.2	.7	77.2
Machine Trades 600-699	7.	11	2.7	8.1	85.3
Benchwork 700-799	8	3	.7	2.2	87.5
Structural 800-899	9.	5	1.2	3.7	91.2
Miscellaneous 900-999	10.	12	3.0	8.8	100.0
NA	999.	266	66.2	Missing	
	Total	402	100.0	100.0	

Valid Cases 136 Missing Cases 266

35

DICTIONARY OF OCCUPATIONAL TITLES (DOT) CODE FOR ENTRY-LEVEL OCCUPATION TITLE

VARIABLE 21 Cont'd

Of businesses which listed a third entry-level job, 37.5% (51) of these fell in the clerical and sales category. The service category was second again with 25.7% (35) positions. All other categories received less than 10% of the total. About two thirds (266) of employers sampled did not list a third type of entry-level position.

IN CALENDAR YEAR 1980,HOW MANY ENTRY-LEVEL EMPLOYEES WERE HIRED BY YOUR FIRM?

VARIABLE 22

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
1 Entry-level employee	1.	67	16.7	29.8	29.8
2 Entry-level employees	2	36	9.0	16.0	45.8
3 Entry-level employees	3.	26	6.5	11.6	57.3
4 & Above	4.	96	23.9	42.7	100.0
NA		177	44.0	Missing	
	Total	402	100.0	100.0	

Valid Cases 225 Missing Cases 177

The largest number of firms who indicated they hired new entry-level employees in 1980, hired 4 or more employees (96 or 42.7%) The second highest category were firms which hired one entry-level employee. Firms which hired 2 entry-level employees constituted 16% of the respondents and those hiring 3 entry-level employees accounted for 11.6%. Firms which hired no entry-level applicants or found the question not applicable numbered 177.

PLEASE INDICATE THE WAYS YOUR FIRM OBTAINS NEW EMPLOYEES IN ENTRY-LEVEL OCCUPATIONS.
(Rank three in order of importance. Number 1 will be the Highest rating)

RANKING IN ORDER OF IMPORTANCE

	1ST		2ND		3RD		4TH		
	#	%	#	%	#	%	#	%	No.of Cases
Walk-in, Unreferred	114	59.4	48	25	27	14.1	3	1.6	192
Classified Newspaper Advertisement	45	44.6	35	34.7	18	17.8	3	3.0	101
Placement Agency	9	28.1	11	34.4	7	21.9	5	15.6	32
Business, Vocational School			3	42.9	3	42.9	1	14.3	7
State Employment Service (EDD)	21	31.8	27	40.9	15	22.7	3	4.5	66
Other (please specify)	37	48.7	15	19.7	18	23.7	6	7.9	76
Word of Mouth	85	46.7	76	41.8	18	9.9	3	1.6	182
CETA	18	58.1	9	29.0	4	12.9			31
Labor Unions	9	42.9	2	9.5	10	47.6			21
Community Colleges	13	30.2	10	23.3	17	39.5	3	7.0	43
Four-year College or University	13	34.2	8	21.1	11	28.9	6	15.8	38
Humboldt Regional Occupational Programs (HROP)	3	37.5	3	37.5	2	25.0			8

The most common ways employers obtained new entry level employees was through people who walked in unreferred, through word of mouth, through classified newspaper advertisements, and through other sources. The State Employment Service ranked fifth as a means for obtaining new employees and CETA ranked sixth. Community colleges; College of the Redwoods in particular, frequently appeared as a source for recruiting entry level personnel, as did the four-year college or university category. The direct use of HROP for hiring new entry level employees did not appear to be a common practice, perhaps because of a lack of awareness by employers about the programs HROP offers.

HOW DIFFICULT IS IT TO FILL ENTRY-LEVEL POSITIONS?

VARIABLE 35

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Very Difficult	1.	12	3.0	3.2	3.2
Difficult	2.	77	19.2	21.2	24.4
No Problem	3.	275	68.4	75.6	100.0
NA	0	38	9.4	Missing	
	Total	402	100.0	100.0	

Valid Cases 364 Missing Cases 38

Three fourths (75.6%) or 275 employers thought it was no problem to fill entry level positions. Twenty-one point two percent (21.2%) or 77 found it difficult and 3.2% or 12 found it very difficult. The question was not applicable to 38 employers.

PLEASE INDICATE THE RATE OF TURNOVER FOR YOUR FIRM'S PRIMARY ENTRY-LEVEL POSITION?

VARIABLE 36

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
7+above employees 6 mths	1.	48	11.9	13.7	13.7
4-6 employees 6 mths	2.	28	7.0	8.0	21.7
0-3 employees 6 mths	3.	274	68.2	78.3	100.0
NA	0	52	12.9	Missing	
	Total	402	100.0	100.0	

Valid Cases 350 Missing Cases 52

This table looks at the turnover rate of entry-level employees in a given 6 months time period. Note that most employers, 274 of them, or 78.3% lose three entry-level employees or less in 6 months. Some 48 employers or 13.7% lose 7 and above entry-level employees in a 6 months time period and 28 employers or 8% have a turnover of 4-6 entry-level in 6 months. Fifty-two (52) employers fell within the not applicable category.

ARE ENTRY-LEVEL EMPLOYEES USUALLY PROMOTED TO HIGHER LEVEL JOBS WITHIN YOUR FIRM?

VARIABLE 37

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Yes	1.	145	36.1	41.7	41.7
No	2.	201	50.0	57.8	99.4
Possible	3.	2	.5	.6	100.0
NA	9.	54	13.4	Missing	
	Total	402	100.0	100.0	

Valid Cases 348 Missing Cases 54

When asked, "Are entry-level employees usually promoted to higher level jobs within your firm?", some 41.7% or 145 replied "yes", while 57.8% or 201 replied "no". Two employers said "possibly" and it was not applicable to 54.

WOULD OCCUPATIONS IN YOUR FIRM THAT USUALLY HAVE LITTLE OR NO ON-THE-JOB TRAINING BE SUITABLE FOR INCREASED ON-THE-JOB TRAINING OPPORTUNITIES?

VARIABLE 38

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Yes	1.	77	19.2	20.9	20.9
No	2.	200	49.8	54.3	75.3
Possible	3.	91	22.6	24.7	100.0
NA	9.	34	8.5	Missing	
	Total	402	100.0	100.0	

Valid Cases 368 Missing Cases 34

A little over half (54.3%) of the employers said that increased on-the-job training would not be suitable for employees within their businesses. About a fourth (24.7%) of the employers said "possible", and 20.9% said "yes". Thirty-four (34) did not answer or found the question to be not applicable.

DOES YOUR ORGANIZATION PROVIDE CLASSROOM TRAINING FOR ENTRY-LEVEL EMPLOYEES?

VARIABLE 39

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Yes	1.	60	14.9	16.2	16.2
No	2.	266	66.2	71.7	87.9
Sometimes	3.	45	11.2	12.1	100.0
NA	9.	31	7.7	Missing	
	Total	402	100.0	100.0	

Valid Cases 371 Missing Cases 31

Sixty (60) employers or 16.2% of those interviewed provide classroom training for their entry-level employees, however 266 or 71.7% do not. Forty-five (45) or 12.1% sometimes provide this type of training. The question was not applicable to 31 employers.

FOR POSITIONS THAT HAVE CLASSROOM TRAINING WHO NORMALLY PROVIDES THE TRAINING?

VARIABLE 40

CATEGORY LABEL	CODE	ABSOLUTE FREQ	ADJUSTED FREQ (PCT)
Your Firm	1.	85	57.8
Private Training Org.	2.	21	14.3
Other	3.	11	7.5
CETA	4.	7	4.8
Comm. College	5.	14	9.5
Labor Union	6.	7	4.8
High School Adult Ed.	7.	1	.7
Humb. Reg. Occu. Prog.	8.	1	.7
NA	9.	255	Missing
	Total	147	100.0

Valid Cases 147 Missing Cases 255

Over half (57.8%) or 85 employers do their own training for the jobs that have classroom training within their business. Fourteen point three percent (14.3%) or 21 firms have a private training organization to do the classroom training, while 9.5% or 14 have community colleges do the training. A large portion of the employers, 255 did not respond to this question or found it not applicable.

WOULD OCCUPATIONS IN YOUR FIRM THAT USUALLY HAVE LITTLE OR NO ACCESS TO CLASSROOM TRAINING BE SUITABLE FOR INCREASED CLASSROOM TRAINING OPPORTUNITIES?

VARIABLE 41

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Yes	1.	78	19.4	21.9	21.9
No	2.	204	50.7	57.3	79.2
Possible	3.	74	18.4	20.8	100.0
NA	9.	46	11.4	Missing	
	Total	402	100.0	100.0	

Valid Cases 356 Missing Cases 46

For those firms which might have little or no access to classroom training, 21.9% or 78 thought that increased classroom training opportunities would be suitable. Fifty-seven point three percent (57.3%) or 204 firms did not think it would be suitable and 20.8% or 74 said, "possible". Forty-six firms (46) firms did not give an answer or the question was not applicable to them.

SCREENING TECHNIQUES EMPLOYERS USE FOR ENTRY-LEVEL JOBS

VARIABLE 42

	Required		Not Required		Total
	#	%	#	%	
Personal Interview	352	93.4%	25	6.6%	377
Letter of Recommendation	74	21.1%	274	78.3%	348
Skill Test	67	19.8%	272	80.2%	339
Resume	117	33.1%	237	66.9%	354

The personal interview as a screening technique for entry-level jobs was by far the most common method used by employers. Only 6.6% or 25 firms said a personal interview was not required while 93.4% or 352 said it was. Although some employers had a favorable impression of letters of recommendation and resumes, the majority indicated that they were not required. Only 19.8% or 67 employers required a skill test.

WHAT IS THE MINIMUM LENGTH OF PREVIOUS EMPLOYMENT EXPERIENCE FOR ENTRY-LEVEL JOBS?

VARIABLE 47

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
None	1.	229	57.0	62.9	62.9
Less than 6 mths.	2.	65	16.2	17.9	80.8
7-12 mths.	3.	33	8.2	9.1	89.8
Over 12 mths.	4.	37	9.2	10.2	100.0
NA	9	38	9.5	Missing	
	Total	402	100.0	100.0	

Valid Cases 364 Missing Cases 38

The minimum length of previous employment experience for the entry-level jobs in most cases 62.9% or 229 was none at all. Seventeen point nine percent (17.9%) or 65 employers required less than 6 months for the entry-level jobs. Nine point one percent (9.1%) or 33 said 7 to 12 months was acceptable, and 10.2% or 37 wanted over 12 months previous employment experience. Thirty-eight (38) employers didn't answer the question or it was not applicable, probably because some employers questioned did not have entry-level jobs.

PLEASE INDICATE WHETHER OR NOT THE FOLLOWING QUALITIES ARE IMPORTANT FOR ENTRY-LEVEL JOB APPLICANTS IN YOUR ORGANIZATION. (Rank 4 in the order of importance)

RANKING IN ORDER OF IMPORTANCE

	1ST		2ND		3RD		4TH		
	#	%	#	%	#	%	#	%	No.of Cases
Length of past employment	15	26.8	16	28..	16	28.6	9	16.1	56
Frequency of job changes	9	19.6	10	21.7	16	34.8	11	23.9	46
Related past job experience	69	42.9	38	23.6	28	17.4	26	16.1	161
Vocational training	14	26.4	12	22.6	11	20.8	16	30.2	53
Enthusiasm about the job	64	32.8	50	25.6	45	23.1	36	18.5	195
Personal appearance	48	29.4	47	28.8	40	24.5	28	17.2	163
High school diploma or GED	5	21.7	6	26.1	6	26.1	6	26.1	23
Communication skills	43	27.4	53	33.8	39	24.8	22	14.0	157
Dependability	62	32.5	57	29.8	47	24.6	25	13.1	191
Other (please specify)	39	36.1	36	33.3	19	17.6	14	13.0	108

Related past job experience is noted as one of the most important reasons employers hire entry-level job applicants. Enthusiasm about the job and dependability were also qualities that employers most frequently listed along with personal appearance and good communication skills. The possession of a high school diploma or G.E.D. certification did not appear to be as important to employers as other qualities, as only 5 employers listed this as first in order of importance.

WHAT ARE YOUR MOST COMMON REASONS FOR DISMISSING ENTRY-LEVEL EMPLOYEES?
(Rank 4 in order of importance)

RANKING IN ORDER OF IMPORTANCE

	1ST		2ND		3RD		4TH		
	#	%	#	%	#	%	#	%	No.of Cases
Absenteeism	78	44.3	43	24.4	38	21.6	17	9.7	176
Personal Appearance	4	11.1	10	27.8	11	30.	11	30.6	36
Disciplinary Problems	28	23.5	33	27.7	33	27.7	25	21.0	119
Other (please specify)	42	45.7	29	31.5	14	15.2	6	6.5	91
Dishonesty	53	50.5	25	3.8	14	13.3	13	12.4	105
Falsifying Work Records	8	29.6	8	29.6	5	18.5	6	22.2	27
Inability to Learn Skills	73	49.3	47	31.8	16	10.8	12	8.1	148

Absenteeism and inability to learn skills were the most common reasons expressed for dismissing entry-level employees. Personal appearance and falsifying work records did not appear to be common reasons for dismissing entry-level employees.

HIRING & PERFORMANCE EVALUATION OF AGENCY CLIENTELE

53

HAS YOUR COMPANY EVER HIRED STUDENTS OR GRADUATES FROM:

	YES		NO		POSSIBLY		
	#	%	#	%	#	%	No. of Cases
College of the Redwoods	227	62.0	133	36.3	6	1.6	366
Humboldt State University	217	58.2	152	40.8	4	1.1	373
Humboldt Regional Occupational Program (HROP)	80	23.1	260	75.1	6	1.7	346
High School Adult Education	50	14.7	285	83.6	6	1.8	341
CETA	108	30.1	246	68.5	5	1.4	358

Two hundred and twenty-seven employers said they had hired College of the Redwoods students or graduates. There were 217 firms that said they hired students or graduates from Humboldt State University.

GENERALLY, WERE YOU SATISFIED WITH THE PERFORMANCE OF THOSE PEOPLE?

	YES		NO		
	#	%	#	%	No. of Cases
College of the Redwoods	202	87.4	28	12.6	231
Humboldt State University	196	90.7	20	9.3	216
Humboldt Regional Occupational Program (HROP)	66	75.0	22	25.0	88
High School Adult Education	43	71.7	17	28.3	60
CETA	72	66.7	36	33.3	108

Generally satisfied with the performance of those students or graduates from College of the Redwoods were 202 employers. One hundred and ninety-six (196) employers were generally satisfied with the performance of those from Humboldt State University and 72 with those from CETA.

STAFF DEVELOPMENT

DOES YOUR ORGANIZATION PROVIDE ON-GOING STAFF DEVELOPMENT PROGRAMS FOR YOUR EMPLOYEES?

VARIABLE 76

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Yes	1.	117	29.1	31.5	31.5
No	2.	254	63.2	68.5	100.0
NA	9.	31	7.7	Missing	
	Total	402	100.0	100.0	

Valid Cases 371 Missing Cases 31

One hundred and seventeen (117) or 31.5% of the firms surveyed provide staff development programs for their employees. Most of the firms do not however.

IF SHORT TERM WORKSHOPS AND CONTINUING EDUCATION COURSES WERE OFFERED IN YOUR AREA WOULD YOUR ORGANIZATION PARTICIPATE?

VARIABLE 77

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
Yes	1.	188	46.8	54.8	54.8
No	2.	155	38.6	45.2	100.0
NA	9.	59	14.7	Missing	
	Total	402	100.0	100.0	

Valid Cases 343 Missing Cases 59

Over half the employers 54.8% or 188 stated their organization would participate in short term workshops and continuing education courses offered in their area. The remaining 45.2% or 155 firms weren't interested.

WHICH OF THE FOLLOWING EMPLOYEE DEVELOPMENT PROGRAMS MIGHT YOUR FIRM BE INTERESTED IN?

	YES		NO		
	#	%	#	%	No. of Cases
Changing Careers for Women	57	21.8	204	78.2	261
Productivity Development	130	45.6	155	54.4	285
Mid-Management Development	102	37.8	168	62.2	270
The Handicapped Worker	69	27.1	185	72.8	254
Stress Management	125	46.1	146	53.9	271
Other (please specify)	27	77.1	8	22.9	35
Office Administration Workshops	124	44.0	158	56.0	282
Labor Relations	86	32.2	181	67.8	267
Understanding Economic Trends	101	37.0	172	63.0	273
Financial Management	144	49.7	146	50.3	290
Small Business Workshops	111	40.1	166	59.9	277

Of employers who responded to the question listing a specific type of employee development program, the highest numbers were interested in Financial Management programs (144). Other programs which drew high interest were Productivity Development (130), Stress Management (125) and Office Administration (124). The next cluster of responses came from interest in Workshops on Small Business (111), Mid-Management Development (102) and Understanding Economic Trends (101).

OPEN-ENDED QUESTIONS

QUESTION #11

PLEASE INDICATE THE WAYS YOUR FIRM OBTAINS NEW EMPLOYEES IN ENTRY-LEVEL OCCUPATIONS (other category only)

N	
41	Personal friend or family
4	High School
4	TV and radio advertisement
3	Civil Service
3	Church affiliation
2	Women's Resources for Work
1	Fisherman's Marketing Association
1	Personal interview
1	References from workers
1	All help comes from the union
1	Friends or other insulaters, just call them
1	Steal from someone else; other firms; people from stores, vendors
1	They call on telephone
1	Friend who owns bar in Arcata
1	Someone knows his experience
1	Crew
1	Hoopa Personnel Department
1	They call us
1	People calling me
1	Reference from other employers
1	Hoopa Tribal Council, Veterans, Women's Resources for Work
1	Off the street
1	Redwood Community Development Council

Question #11 Cont'd

N	
1	Ceramic Association
1	Test roster for clerk carrier or custodian or clerical position
1	WIN state program
1	Friend with previous experience
1	Technical Institution in Oregon
1	Own outreach (notice to agencies in area including colleges...)
1	Referral
1	Some
1	Referred
1	Look for someone
1	We hire high school students
1	Referral from San Francisco restaurants
1	Referrals
1	Knowing someone or the beauty college
1	Probation office
1	Through Baywood Truck
1	Family owned
1	Myself
1	Give a school, radio or TV
1	Industry references
1	Ex-employees
1	Recommendation
1	Civil service roster, other agencies, interior, reinstatement rights
1	On file resumes
1	Dental Society Employment File
1	Worked for another dentist in same complex

Question #11 Cont'd

N	
1	County Personnel Department
1	In hospital posting system
1	Referrals - other local business
1	Referrals - other offices
1	Affirmative action mailing list
1	Mail out job announcements to public agencies out of area mailing list
1	Internal hiring
1	Humboldt State University Placement Center
1	Other firms
1	Eligibility lists - city, Employment Development Department, county offices and in-house promotion
1	Post on board in city
1	Distribution of employment bulletins
1	Apply at particular office, they want to work for (State Parks & Recreation)
1	Standard state hiring established list

QUESTION #17

FOR POSITIONS THAT HAVE CLASSROOM TRAINING, WHO NORMALLY PROVIDES THE TRAINING? (other category only)

N	
4	Seminars
4	Apprenticeship program
4	Universities
1	National Timber Fallers Associated - Bill Bailey in Laytonville
1	Redwood Inspection Bureau, United States Forest Service
1	Used to with apprenticeship, not now
1	Outside artists are brought in
1	Manpower classes
1	Video tapes
1	Representatives
1	Safety by state compensation
1	North Coast Grocery Association and some wholesalers
1	Must be qualified before hiring
1	General Motors Training Schools
1	We do have micro-film and micro film self-teaching
1	Management provide limited training
1	Manufacturers
1	Adult Education
1	We like to train our own people
1	Factory representatives
1	Hospital, insurance companies
1	Dental Society
1	Vocational schools

Question #17 Cont'd

N

1 L. S. C. Workshops

1 Arts Council from Mendocino

1 Humboldt Child Care Council in future

1 National Institute on Drug Abuse

1 HUD

QUESTION # 21

PLEASE INDICATE WHETHER OR NOT THE FOLLOWING QUALITIES ARE IMPORTANT FOR ENTRY-LEVEL JOB APPLICANTS IN YOUR ORGANIZATION. (other category only)

N	
19	Good physical condition
13	Honesty
11	Read, write, math
10	Attitude, willing to work
6	Get along with others
5	Personality
4	Physical ability
4	Intelligence
3	Safety Conscious
3	Educability
2	If you know them personally
2	Common sense
1	Related education
1	Live in area, know their families
1	Good hand
1	Over 25 years old
1	Able to live in woods and cold
1	Physically capable and quick with eyes and hands
1	Ability to work independently
1	Good attitude toward life
1	Good Work
1	Must be able to think on their feet
1	Young with management potential

66

Question #21 Cont'd

N	
1	Quick to pick up the job
1	Alert, keeps their eyes open
1	Ability to move, not too fat, quick on feet, not clumsy
1	Weak mind
1	Respect and taking care of equipment
1	Alert, has proper equipment
1	Someone who wants to do the job
1	Can stand on feet all day
1	Union trained people
1	Attitude
1	Can work full-time, have transportation
1	Discipline, taking on a challenge
1	Sincere interest in working and doing a good job, willing to give physical and mental time
1	Stable and local applicant
1	Typing skills, following instructions, intelligence
1	Experience
1	Interest
1	Conscientious
1	Good sense, married if possible
1	Family person (steady)
1	Direct and honest
1	Neat application
1	Not on drugs
1	Safety Accuracy in filling out logs
1	Test roster list

Question #21 Cont'd

N	
1	Able to sit in confined area
1	Previous job experience
1	Responsible and able to learn
1	Career oriented individual
1	Responsible
1	Sincerity
1	Confidence
1	Will show up and will work
1	Flexibility regarding work hours, such as working week-ends
1	Rapport with the community, can't be raising hell with the community.
1	Finesse in dealing with the public
1	Pleasant personality, smart, good with figures
1	Promptness, references, long range goals
1	Gut feeling, can they do the job handling people and situations at the register, honesty, pressure of handling customers and money
1	Ability to make change
1	Honesty, adding and percentages
1	What former employer says
1	Good driving record, knowing city area
1	Good attitude, personality, willing to work
1	Intelligence, neatness of application they fill out
1	Good attitude
1	How they fill out application, accurate, legible, neat, spelling
1	Ability on aptitude test
1	Good sales, professional yet friendly, sales techniques, organizational abilities
1	Age

Question #21 Cont'd

N	
1	Personality, quick thinker, fast with hands, good memory
1	Patience in fast moving business
1	Behavior (good)
1	Minimum commitment - 1 year
1	Age, hours, transportation
1	Adaptable, work well with other employees
1	Personal references
1	Want to know why they want to work for us
1	Relate to young people
1	Friendliness
1	Cash register skills
1	Friendliness, initiative, ambition
1	Family (good) background, prompt and courteous
1	Knowledge of floral industry
1	Familiar with company computer, neatness-handwriting
1	Willing to relocate
1	Character and intelligence
1	Previous employment experience
1	Proper attitude, desire to do the best at whatever they do, loyalty
1	Responsibility
1	Religious background, clerical skills
1	Integrity, handle pressure
1	Willing to work and bondable
1	Can work under pressure
1	Prefer married

Question #21 Cont'd

N	
1	Retain and follow instructions
1	Common sense, driving record
1	Skills
1	Friendly outgoing
1	Permanence in area
1	Friendliness
1	Knowledge
1	Ability to do his particular skill and work well with others
1	Educational background (ie degree)
1	Personality and medical background
1	Math and confidence
1	Type, file accurately, do things without being told (organized)
1	Quickness, neatness
1	Desire to work
1	Concern for people and physical ability to handle job
1	Empathy for elderly
1	Reason for leaving previous jobs
1	Initiative
1	Character - Christian love; must have fruits of the spirit
1	Willing to work, people that honestly want work
1	Political, racial views
1	Their major at Humboldt State University (determining factor in their length of stay)
1	Physical energy
1	Disability awareness
1	Being elected by the members of the union

Question #21 Cont'd

N	
1	Born again Christian and functioning in the fellowship
1	Neatness
1	Pleasant personality - ability to take responsibility
1	Ability to learn
1	Willingness to work and ability to do the job
1	Responsible, willing to work long hours
1	Like to work with public
1	If the person will stay with the department for a long time (to make a career of the Department)
1	Ability to deal with the public and people who are bazar in behavior
1	Meet all requirements for job
1	Able to take orders, and not wreckless
1	Punctual

QUESTION #22

WHAT ARE YOUR MOST COMMON REASONS FOR DISMISSING ENTRY-LEVEL EMPLOYEES? (other category only)

N	
23	Not doing the job
18	Not willing to work or learn
18	Lack of work
16	Poor work habits - Drinking - Dope
10	Slow - Sloppy work
7	Laziness
6	Carelessness, not concerned for job or safety of others
5	Lack of interest
5	Not being dependable
5	Not following instructions
4	Bad attitude
4	Lack of motivation
2	Late to work
2	Not paying attention
2	Chronic illness
1	Leaving tools on site of jobs
1	Appearance
1	Lack of coordination
1	Lack of incentive
1	People generally resign because of the hours (nasty hours)
1	All are important but we have not experienced them.
1	Quit

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Question #22 Cont'd

N

1 Not good welder, not working fast enough

1 Time stealing

1 Shortages

1 Poor handling of customer

1 We haven't dismissed anyone, those who have left have done so on personal reasons - school, relocation, etc.

1 Lack of knowledge

1 Transiency

1 Not qualified for job

1 Physically couldn't meet demands, work under pressure

1 Change in jobs

1 Not getting along with the people

1 Not able to communicate

1 Change in school schedules from quarter to quarter

1 Talking

1 Not successful

1 Absenteeism

1 Moved away, not suited for job

1 Personal friends

1 Lack of confidentiality

1 Rudeness
1 Damaging equipment

1 Lack of drive

1 Poor personality

1 Have dismissed none

1 Not interested in the job

1 Lax in their duties, not doing job

QUESTION #25

FOR THOSE THAT YOU WERE DISSATISFIED WITH, WHAT WERE THEIR MAJOR DEFICIENCIES?

N	
4	Inability to learn skills
4	Dishonesty
4	Absenteeism
3	Poor attitude
2	Lazy
2	Went on to other jobs
2	Late for work
2	Lack of interest
1	People I have trouble with can't or won't use my decision making process faithfully or are unable to accept intense training and close supervision.
1	Didn't want to work, just wanted the money.
1	Absenteeism, coming to work on drugs, late, not showing up at all.
1	They didn't really want a job, or had personality problems that limited efficiency.
1	Inability to translate their training into a production situation. In our business, we have developed many of our own methods for welding which do not fit the "textbook" mold. Many students have been unable to follow instructions and do things our way.
1	Lack of commitment to full-time work.
1	Only problem is students leave after trained.
1	Long whiskers and no smarts, lack of courtesy.
1	Wanted all different hours, part-time.
1	Not proper background, what they're trained for. Lazy, ets., poor attitude.
1	Difficult to go to school and work both.

Question #25 Cont'd.

N	
1	Lack of incentive or willingness to work whatever job was needed.
1	Too many personal problems to keep their minds on the job.
1	Inability to accept the job level they felt they should be at a higher level.
1	Lack of experience
1.	Math/spelling
1	Age and insecurity are probably the major deficiencies.
1	Would only work during school-inflexible hours, take off in summer.
1	Too slow in movement and in following instructions, even after fair trial.
1	Time off - holidays - dependability
1	Not following procedures and not motivated enough to service the public.
1	They wanted a higher paying, more challenging job.
1	Slow learning ability
1	Personality factors
1	Talked a lot
1	Students primarily connected with school and studying; not on the job.
1	Alcoholism/bad family problems
1	Felt they knew everything after 3 weeks, and were telling her how to run her business.
1	Didn't produce enough work after the first couple of weeks.
1	Lack of professionalism, lack of knowledge, bad attitude, bad language and bad appearance.
1	Office workers could not absorb necessary details, make too many errors Scalers - character deficiencies, couldn't absorb necessary details involved, slow production.
1	Adapting to specific job skills
1	Personality conflicts
1	Failure to take initiative and responsibility on the job; failure to integrate well with exising staff.
1	Inability to accept authority.

Question #25 Cont'd.

N	
1	Inability to learn the simple method of bookkeeping very slow and forgetful.
1	Unable to get along in busy office. Personality conflict.
1	Was only a "strictly temporary" job leave the first chance they get.
1	Needed more supervision, insufficient supervisory experience, low productivity.
1	Unreliable, lack of motivation.
1	Inability to work efficiently and effectively.
1	Bad attitude, drug and drinking problems, insubordination.
1	Not dependable to be at work

Question #25 Cont'd.

ANSWERS PERTAINING TO HUMBOLDT STATE UNIVERSITY (HSU) STUDENTS

N	
1	HSU students too uppity; training to be teachers and thought they were better than the folks at the shop.
1	One was too lazy
1	One person who had good academic background but not a hard worker.
1	HSU student didn't show up dependable.
1	HSU students not very interested in the work. Most were satisfactory.
1	HSU school schedules conflict and change
1	HSU students - chronic absenteeism, consistantly late.
1	None, except students leave; had one undependable HSU student.
1	HSU - drinking

ANSWERS PERTAINING TO COLLEGE OF THE REDWOODS (C/R) STUDENTS

N	
1	C/R student who was too mouthy.
1	C/R students had vocational training classes, but weren't as experienced as they thought.
1	Want someone interested in staying (C/R)
1	C/R, OK for their limited experience. They know about welding, but not anything about boilers repair and retubing. This small shop is very diversified.
1	C/R hired 2 cooks; undependable, didn't watch cooking.
1	C/R some not very interested in the work. Most were satisfactory.
1	Not their fault. People C/R sends have to have basic reading, ets. skill! Don't have time to teach them.
1	C/R students a little on the lazy side (they were unsupervised when they worked for us, that probably had somehting to do with it).

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Question #25 Cont'd.

ANSWERS PERTAINING TO WORK INCENTIVE PROGRAM (WIN)

N	
1	WIN people didn't stay on long enough to see if they were good workers or not.
1	WIN 1 quit real soon and 1 was dismissed quickly.
1	WIN high turnover rate.

ANSWERS PERTAINING TO EMPLOYMENT DEVELOPMENT DEPARTMENT (EDD)

1	Man sickly and couldn't walk well; another, bad appearance; sent by EDD.

ANSWERS PERTAINING TO HUMBOLDT REGIONAL OCCUPATIONAL PROGRAM (HROP) STUDENTS

N	
1	HROP some not very interested in the work. Most were satisfactory.
1	HROP not showing up for work, absenteeism.

ANSWERS PERTAINING TO ADULT EDUCATION STUDENTS

N	
1	High school adult education conflicting schedule with school work.
1	High school adult education students were not interested in the job or work, only in getting out of school.

Question #25 Cont'd

ANSWERS PERTAINING TO COMPREHENSIVE EMPLOYMENT & TRAINING ACT (CETA)

N	
1	CETA has had 8 kept none; one was alcoholic, rest were unambitious.
1	CETA personality problems, had lots of backaches, headaches.
1	CETA disinterested, absenteeism, cleared up. Louisianna Pacific doesn't actively recruit CETA participants. Some have come and gone through same screening as anyone else and gotten hired.
1	CETA not having mind on job.
1	CETA personal problems.
1	We have never found one that wanted to work (CETA)
1	CETA got trained, did OK and left.
1	Problem that involved person rather than CETA.
1	CETA - about 1/3 were a benefit to group, others took too much supervision, had no motivation. One discourteous to public.
1	CETA not doing their work, complaining, lack of enthusiasm, irresponsible.
1	CETA - not dependable, absenteeism.
1	Youth Employment Training Program (YETP) and Summer Employment Training Program (SYEP) were both problems because of lack of motivation and absenteeism.

QUESTION #28

WHICH OF THE FOLLOWING EMPLOYEE DEVELOPMENT PROGRAMS MIGHT YOUR FIRM BE INTERESTED IN? (other category only)

N	
4	None - Don't know
4	Salesmanship
4	Public Relations
3	Refresher courses in math, English, spelling and writing
3	Basic retail skills; handling money, checks, preventing shoplifting, bad checks
2	First aid or safety course
2	Advertising
1	My interest is from the employers point of view, not employee department
1	Class on fisheries, seamanship
1	Filleters
1	Something to help people understand the need for drilling oil or natural gas
1	One with workers compensation laws.
1	Salesmanship, citizen, concrete technology
1	Construction accounting
1	We're too small
1	Salesmanship, refresher driver training
1	Retail Management
1	Good family relations
1	Small business accounting
1	Insurance
1	Telling them about regularity, responsibility
1	Restaurant and hotel management course

Question #28 Cont'd

N	
1	Appliance technician course - refrigeration technology course
1	Promotional type classes - advertising - honesty in advertising
1	Class in productivity development, if could adapt to federal system
1	Computers for small business and medical billing
1	Dental proficiency
1	Dentistry, dental assisting
1	Personnel development; writing job descriptions, medical records transcribing
1	Classes on how to better teachers
1	Engineering, soils, hydrology
1	Something on employee motivation, and on interviewing techniques in recruiting

QUESTION #29

IN WHAT WAYS COULD CETA BETTER WORK WITH YOUR ORGANIZATION?

N	
15	Stay away Don't want to work with them Resentment
9	Satisfactory
9	Don't know about the program
8	Against government programs
7	Not sold on CETA concept
3	Can't use due to union
3	I think they should be eliminated
3	Supply more trainees better trained
3	Like more information
3	Not interested
1	Don't know. I don't think I can offer the long term developmentally opportunities you're looking for, for young people. Call me if I'm wrong.
1	I don't know in what way it would be appropriate.
1	Cut their budget
1	Have less stringent requirements on full-time work only let CETA participants do part-time and seasonal work.
1	Send better workers (harder working). Dealings with staff and paperwork for WIN okay.
1	Wouldn't
1	Not that familiar. Doesn't agree with general concept of government subsidies.
1	I don't think so
1	The union does not allow CETA employees
1	Unfamiliar, not sure how it works with union
1	Does not work well with our firm

Question #29 Cont'd

N	
1	No longer interested, staff was fine.
1	Maybe by contacting us when they have a person who has had experience in the woods
1	I think so
1	No, hardly any business now
1	Don't think I could, don't care if it's gone
1	Have never had a need, don't have variety
1	Don't work close with - went ok sometimes
1	Could not - had extremely poor relations. Extremely high turnovers of those not willing to work. "CETA and OJT is an insult to the working man".
1	No suggestions
1	Couldn't we're too small
1	Unfamiliar as the two we had stayed so short
1	Had good dealings with WIN
1	Would prefer CETA to go out of business. Participants worked out ok, but that wasn't the reason they were hired
1	Finds administration in CETA indifferent. Doesn't like perpetuating government sponsored short term training, would like to see a safety and industrial work training program for women to prevent injuries. Thinks Women's Resources for Work is a good program, the only one worth continuing. Hasn't worked with Redwood Community Development Council.
1	Don't use
1	Cancel themselves
1	Provide funds
1	No, couldn't. Get enough applicants already.
1	Usually not motivated for this type of job
1	No experience
1	I don't think there are any ways CETA could better work with our organization.
1	Don't see how they could
1	Cant't think of any
1	Better screening; dealings with staff mostly satisfactory

Question #29 Cont'd

N

1 Too much paperwork

1 Thought there was unnecessary supervision; 2 girls sent to check the guys hours.

1 We have never been contacted by CETA, so anything would be an improvemnt.

1 Doesn't know, tried to work with Redwood Community Development Council, he couldn't guarantee to keep someone on long enough (due to economy).

1 I'm satisfied with their services, I could be a bit more creative on this subject come fall when things slow down a bit for us.

1 To more closely examine the credentials and problems of the people they sponsor.

1 By giving employers more "say so" with the CETA applicants instead of the participant going to the CETA counselor instead of the employer.

1 It is difficult for industry to hire without considerable experience due to the large liability factors involved.

1 Weren't very qualified and didn't want to be here.

1 By providing more information about their programs; about what's being done and what's been done; updates.

1 Don't see anyone, if need, could call them to hire someone

1 Employers and the 3 agencies in question could benefit by some consolidation of services, between CETA, HROP and CR. You could inform employers of all services available, such as work-study, OJT, and combine your lists of job-seekers. This would give employers more choice of prospective employees and also increase job opportunities for applicants.

1 Not really

1 My own personal observation is unfavorable

1 CETA top management could be more responsive to community needs. Intake unit could use some improvement

1 Experience requirement would not allow us to deal with them.

1 Most of the CETA workers seemed to have personality and family problems. A couple worked out well.

1 Don't know enough, prefer information sent out on it. We're selective and don't need strangers in our business, where they're not fitting in properly.

1 Don't know, jobs are seasonal (but most are in winter)

Question #29 Cont'd

N

1 Don't know, don't know how they work

1 By letting me know that they are available

1 I haven't thought about it

1 I can't comment

1 I'm not interested in breaking in new help and not retaining them.

1 Not needed

1 I don't use them, use high school and college kids.

1 Should be a better follow-up system. CETA people need to share in their workers' learning process, better control. (send more information)

1 I haven't had CETA employees.

1 I don't have any idea.

1 I had too much book work, paper work with them, they could cut down on that.

1 I don't know, they should contact me.

1 I do not have much faith in CETA. I would discuss this with you, but only in person.

1 Those referred should have legible handwriting. Be trained in the use of pegboard system of bookkeeping. Instill in them pride and enthusiasm of whatever they do even if it is sweeping the sidewalk. And tell them to move. Time does not wait for anyone. I hate to walk on someones heels.

1 No, sales is backbone, highly complex, not high turnover, could offer class in sales and personal appearances, might be helpful for musically inclined.

1 No may work with them in future.

1 Don't think they could. Don't see need for it. Don't have a lot of turnover.

1 Not really

1 Not their fault, but a lot really don't want to work.

1 No, don't think they'll be funded anyway.

1 Don't want to fool with paperwork. Had some CETA qualified employees but didn't apply to be reimbursed for part of salary

1 Easier to hire from walk-ins, guaranteed amount of hours not always available.

Question #29 Cont'd

N

1 Change insurance requirements on car insurance rate CETA requires, even when students aren't going to use cars.

1 Contacting employers - outreach

1 Better screening of applicants

1 Call us now and again and return calls

1 Send more suitable applicants

1 Staff and paperwork dealings okay

1 Don't think I could be very constructive, I am very disillusioned with the whole thing

1 All dealings with them have been very good. Individuals sometimes work out great and sometimes just personality doesn't work out

1 No, company is very large and reputable

1 Good training

1 I don't know any particular way.

1 I don't know that much about CETA, no one from there has ever contacted me.

1 WIN was good. CETA too many underqualified people; could weed them out more.

1 No, don't work with them yet. Don't know enough about them and possible program development for motel management, etc.

1 Have not worked with CETA yet

1 Couldn't at this time. I just took over a business myself and have yet to expand by hiring people.

1 CETA people have never made it anywhere else, "bottom of the barrel"

1 Provide list of people with some experience in areas of firm's openings or those with a desire to learn the skills of the job

1 They're trying the best they can.

1 Need better screening, prefer local non-transients.

1 Getting their act together

1 People are usually worthless and don't want to work. The best people find jobs on their own.

Question #29 Cont'd

N

1 No, I'm kind of against it. Had a bad experience with CETA.

1 Good Staff

1 Not really for ours, unless they had someone who is a good gymnastic coach

1 Don't have any trouble. Program and employees have been working out fine.

1 Have had no relationship with them. Disorganized, loose organiztion

1 I can't say

1 Make us aware of what was available to us for hire

1 More expedient manner, takes long time to get anything changed or improved

1 Don't know enough, Will try it out.

1 The majority of the CETA workers were fine. It was the large number of administrators of the program that was the problem and all the paper work.

1 WIN - dissatisfied but no suggestions

1 Couldn't, business is too small and jobs take a lot of specialized training

1 Only job is licensed medical technician. Too specialized for CETA trainees

1 More funding for Public Service Employment/IID

1 Maybe more realistic screening, students given better assessment of the kind of training needed for the jobs in our pre-school

1 Communicate

1 No, they do excellent with me.

1 By planning ahead and not discontinuing programs in mid-year

1 Have more appropriate or more flexible requirements for non-profit groups. Change their insurance structure, reduce bureaucracy.

1 Workers needed more supervision, insufficient supervisory experience, low productivity. Pretty good dealings with CETA staff.

1 Funding

1 Continue funding support staff or entry level positions

1 The question is how can we better work with CETA, CR, and HROP. We have found these organizations to be most responsive in the past.

Question #29 Cont'd

N

1 Keep public service employment, satisfied with staff

1 In our contact with CETA, we have had no problems at all. We have always been happy with them.

1 Allow CETA employees to take courses that may not be scheduled during working hours.

1 Train agencies dependent on CETA funding to be more self-sufficient.

1 We have always maintained a good rapport with CETA.

1 No, we don't have funds

1 Since our firm does specialized technical work, there is very little opportunity for effective coordination with CETA programs

1 CETA is fazing out here

1 To continue to be funded

1 Better communication, cutting down on paper work for employers, screening employees before sending them to us.

1 We don't have any CETA people and I don't think we'll have anymore CETA employees

1 To continue to be in existance

1 CETA is in our organization

1 By providing us with more bodies. They do a good job.

1 Provide more dependable people also we want the same disciplinary control over CETA employees as over our own employees.

1 Having trainees available for outlying areas: making sure applicants fully understand and are interested in the training; provide orientation in proper work habits emphasizing dependability and punctuality

1 Give us more public service employment positions so we can take people and have them working in the community

1 Make sure counselors and enrollees communicated. Would help if they had money and could get better. Get them into private sector after working with us.

QUESTION #30

IN WHAT WAYS COULD COLLEGE OF THE REDWOODS (C/R) BETTER WORK WITH YOUR ORGANIZATION?

N	
23	Are more than satisfied
14	Don't know what it would be. Haven't thought
4	Had no suggestions
3	More work shops; seminars; training
2	Can't
1	Encourage students to make themselves accessible by signing up for part-time work with the school employment service.
1	More technical emphasis - more practical work
1	Good classroom training in truck driving - problem with hiring them is they're mostly too young and don't have any experience outside the classroom.
1	Work with them on annual theft seminars (brands) I guess on cattle rustling
1	We have been happy to host field trips for the Agriculture Department and will continue to do so when time permits.
1	Think they have good technical classes, could emphasize reforestation as a career more than timber harvest. Teach that responsibility does not end with logging.
1	Have forestry technology program contact forestry employers and let them know about qualified students.
1	Teach classes on net working and repairing, and splicing. Teach classes in general seamanship.
1	Courses on net mending, boat repair classes. Marine electronics, could contact the school in Astoria that has good seamanship classes, Mr Ward Nichols, who was teaching. Maybe Clatsop Community College. Liam Massey (works at Ferndale) mends nets, might teach such a class. He is listed with Eureka number.
1	Provide an apprenticeship program for carpenters that does not have labor union influence
1	Glad they have surveying and diesel mechanics
1	Train apprentices

Question #30 Cont'd.

N	
1	Classes in labor construction
1	Not at all
1	Extension courses in Arcata area
1	Doubtful if enough market here for a class
1	I don't have an answer
1	Basic classes in math and grammar for working people
1	Providing workshops
1	Give us more information on your diesel mechanics courses
1	Offer courses in first aid directly applicable to logging
1	Offer chain saw maintenance classes - daily maintenance during high daily useage situations. Willits High School offers a felling class taught by Bailey's Supply (P.O.Box 550, Laytonville, CA 95454) would like to see one offered here.
1	Spend more time on vocation training - more on the job experience. Get employers in and offer them these training programs at no cost or little cost to employers.
1	Maybe in bookkeeping
1	Offer a course or something that has to do with cat skidding and the choker setting, skylining, falling, high climbing and general classes all around work you'd do in the woods.
1	I've seen quite a few people that have been trained and I think C/R does a fine job.
1	Get a training program for wood workers, choker setters, and timber fallers, ets.
1	Be sure to teach a number of different skills
1	I think they do a good job - C/R's forestry program is really good.
1	Heavy equipment operator courses, especially for woods work
1	Provide cardio pulmonary resuscitation and fire fighting training programs, have been good in past.
1	By offering courses on the basics of logging - also by continuing to offer the truck driving courses
1	Good results with millwright program, they've set up. Might eventually formalize a relationship for apprenticeship program eventually

Question #30 Cont'd.

N

1 Programs related for lumber

1 Unclear, maybe interested in the millwright program

1 No, we have a truck drivers list now.

1 Continue management programs, compensation, state disability insurance. Would like to see better writing abilities in spelling and filling out applications.

1 Keep brochures coming

1 Offer classes in industrial work; Safety and industrial work training program, industrial electricians, supervision (especially a more creative approach), psychology and sociology of the work place. Interested in helping with program development. Simpson helped with millwright program.

1 No additional ways-C/R recently had a class in how to make things out of stumps and glad it was offered

1 Don't use

1 Pretty good

1 Don't think there's a problem. We'll use them when necessary

1 Continue with what your're doing

1 Program where student could come in and evaluate a business, (get in touch with business).

1 I think C/R does fine right now. We have contact with them. We print their school newspaper.

1 No, C/R does a great deal for the community.

1 Courses are good. It's up to individual to use them if motivated.

1 Provide more workshops on productivity development, mid-management development, stress management, office administration, financial management and small business

1 By providing short-term courses in salesmanship, concrete technology, citizenry

1 I think the whole system should be changed, more concentration on what's going on in the business world occupations

1 By offering seminars and workshops and keeping us informed about them

Question #30 Cont'd.

N

1 We could start using their student employment service, but we don't want part-time people.

1 None. Don't think there's a job market here to warrant teaching more specialized classes, the business is not getting enough job orders as is.

1 Have a good cook program in basics.

1 Promote their welding students to employers -- referral system from instructors

1 I teach there.

1 Have your instructors stop by when we are in full production and look at our welding methods. Also, by offering a "build your own" stove class, you are directly competing with us. Also, without exception, the people I have met in this class have no intention of using any skills they may acquire beyond the construction of their own stove. This appears to be a total waste of educational resources

1 Would like to see students know better spelling, geography and math skills.

1 To impress upon students that they are not qualified just because they have graduated

1 More on job training

1 Offering a first aid class that the truck drivers could attend and offer the course in Weaverville

1 At times I use part-time employees

1 They work fairly well already

1 They need to know what type of employees we hire and we would like to know when they have qualified people so we can consider them for employment

1 Need important courses in sales, could add some

1 Provide courses more specific to broadcasting

1 By providing more information about classes offered, etc.

1 Don't see anyone, if need, could call them to hire someone

1 By offering an automotive partsman complete training program

1 Continue to provide business training for office positions and management as well as specific courses directed toward the wood products industry. For example grading, surveying, etc.

Question #30 Contd

N	
1	Electronics department should make contact with private employers. Feel C/R has branched out of original vocational technical concept. The electronic department too isolated, should promote their students to employers. There is a market here for trained electronics people, especially for computerized mill systems.
1	Employers and the 3 agencies in question could benefit by some consolidation of services, between CETA, HROP, and C/R. You could inform employers of all services available, such as work-study, OJT, and combine your lists of job seekers. This would give employers more choice of prospective employees and also increase job opportunities for applicants.
1	Anything relating to training in diesel, hydraulics, technical, and accounting
1	Making sure they always (not just sometimes, as now) notify us about workshops, etc.
1	Retail sales background and courses would be helpful, work experience in retail also.
1	Not enough advertising
1	Have a refrigeration course - tremendous need for refrigeration mechanics in area
1	Don't know enough - prefer information sent out on it. We're selective and don't need strangers in our business, where they're not fitting in properly
1	Let us know more of their job center (send out fliers, use media)
1	Don't know, don't know how they work
1	Have a good working relationship with C/R
1	Don't see. They're covering some areas already
1	By offering classes which would help our organization, sick as in basic retail sales
1	Can't see anyways
1	Service the Orleans Area
1	Not needed
1	Offering training for clerks, and checkers - courses on grocery store operation
1	No, I'm impressed by what I've seen
1	Doing good. Make it more convenient (scheduling) and provide more useful classes that will put people in the labor force. More evening classes and everyday (to arrange classes around) more flexible

Question #30 Con't'd

N

1 Concentrate on more (on the job training) practical experience for auto mechanics

1 Maybe they could look into the feasibility of having a program in this area for training checker - cashiers

1 Put out students who are conscientious and accurate, that come to work to do their job

1 To have them return calls - the times I've called them - they haven't called me back

1 I think C/R has done a quality job in offering seminars and has and outstanding business department. What more can we ask for.

1 Twice a year send out a list of students interested in full or part-time work and qualifications

1 Doing fine - outstanding - start up new small business department even more during these hard times. It will do even better when economy turns around.

1 Those referred should have legible handwriting, be trained in the use of pegboard system of bookkeeping. Instill in them pride and enthusiasm for whatever they do, even if it is sweeping the sidewalk, and tell them to move. Time does not wait for anyone. I hate to walk on someone's heels.

1 No, sales is backbone, highly complex, not high turn-over. Possibly offer class in sales and personal approaches, might be helpful and musically inclined.

1 Don't think they could. Don't see need for it. Don't have a lot of turnover.

1 Keep sending students

1 Providing courses in customer service and sales

No, when we hire we want them to stay fairly long

1 Courses - being logical, orderly though hard to teach - LOGIC

1 Don't know what they offer, send more information

1 Timing of any programs you might give will always be a problem as to our participation

1 Mail schedule of courses to business, especially night and weekend classes

1 Job application process. Training should include dress; in suit and tie. Need for basic math skills

Question #30 Cont'd

N	
1	Offering salesmanship class and/or bookkeeping classes that directly apply to this business
1	More information given to students in hiking, etc., classes on equipment
1	Could be beneficial but C/R refused to start diving programs - C/R unrealistic - reticent
1	Let us know
1	Send more suitable applicants
1	
1	No, send information on career center
1	Doesn't feel there's enough commercial market for floral classes to be given here
1	Offer courses in motel management
1	The distance, too far away. We would be interested in restaurant and hotel management course.
1	Have not worked very closely with C/R except with field training officer. police courses held at the hotel
1	Couldn't at this time. I just took over a business myself and have yet to expand by hiring people. Give more information out to public as to the vocational programs available.
1	Should teach more about working and doing a good job.
1	I feel that our firm might not be a great training site, because we, only need so many workers and hopefully we, won t have a high turnover.
1	We would be willing to work with C/R classes - death and dying, nurses training, etc. We have audio visuals and could give tours and lectures on funeral trends, etc.
1	Send qualified, hard-working applicants
1	Doing pretty good
1	No, our job is a learning type job
1	Uses career center-sometimes sent someone who didn't have all the skill they asked for
1	C/R does a pretty good job
1	I think we've been pretty lucky getting courses with C/R down here in Garberville.

Question #30 Cont'd

N

1 C/R cooperates fully with the bureau

1 There seems to be a good variety of classes that C/R offers to business, even here in McKinleyville.

1 They're doing very well

1 Offer truck cab repair courses

1 Contact employers in industry-maybe newsletter or bulletins about students who are training, promote their courses and students

1 They have a helpful truck program there already

1 Offer courses in applicance repair and refrigeration

1 Offer a saw filer workshop. Can't find trained people.

1 Perhaps have students work for us-practical work experience, teaching kids motor development, hand, eye and foot coordination, balance, coordination, confidence. (Gymnastics Club)

1 More direct communications, know more about what services, workshops are available. Would like to cooperate with you, if we find out.

1 No, classroom instruction isn't the same as on-the-job

1 Offer workshop on management/supervising

1 Send good students when we need them. Haven't yet due to economy and low turnover.

1 Develop and give a class in social responsibility in sales. Offer classes in sales

1 Train students for real jobs when they finish school

1 Has good reputation now for secretary and various trade work. Has limited training for people we need. (Insurance)

1 Let us become aware of what services they offer

1 Develop medical receptionist program, dealing with phone

1 Medical billing and computers for small business

1 Direct fliers on workshops to our office

1 Offer mini-courses for employee training. Make us aware of what is available to us for hire.

Question #30 Cont'd

N	
1	Send more information
1	Provide more classes for licensing updating of the people in our business (dental)
1	Good programs
1	Provide dental continuing education courses certified by the California Dental Association and California Board of Dental Examiners
1	Academic, as well as on the job training
1	Will try out student employment center but will specify age requirement
1	We find the C/R to be an extremely fine organization to work with and they are helping our organization in many ways.
1	Offer courses here on medical terminology, personnel development, medical records, transcribing, and offer a course on writing job descriptions
1	Maybe, by having classes closer in location to Hoopa
1	Good. Like you asking for input. Send questionnaires individually to department managers
1	Couldn't. Business is too small and jobs take a lot of specialized training.
1	Offer paralegal or legal secretarial classes
1	Ok, in the past
1	Having them give us more communication, getting more information out about work-study
1	I'm pleased with C/R, we receive fliers and brochures from them. Haven't heard anything negative about C/R.
1	Offer grants writing workshop
1	Offer workshop in mid-management development, office administration, understanding economic trends, financial management, and small business workshops.
1	We have found them to be responsive in the past.
1	More work experience programs
1	We have not yet developed all the possibilities of coordination with C/R - no complaints.
1	C/R has already been extremely cooperative with suggested workshops, ets.

Question #30 Cont'd

N	
1	Something on union awareness to let people know what a union is, what it does, and how a union helps
1	Possibly if student wanted to come in and volunteer time working in office
1	They're doing pretty good now
1	I feel drafting courses are good, construction too.
1	Provide seminars and continuing education opportunities for secretarial, engineering and surveying staff
1	Be more aggressive in marketing workshops
1	Don't
1	Being tuned into the kinds of jobs we have, continue to provide courses that are related to us. Provide courses or training in waste and water treatment
1	By developing fire science courses curriculum
1	Give students lessons on motivation, how to work in the real world, being dependable, on time, willing to work
1	Display our fliers better; put on bulletin boards, display in appropriate departments; Police science, business department
1	Possibly put us on the mailing list for OJT or special training or workshops. that you offer.
1	They do a good job - they cover so many departments
1	Expand on the classes they offer which relate to our agency
1	Relationship is excellent now
1	Can't think of any I like to know what we can do for them, they have been so helpful to us
1	Having trainees available for outlying areas, making sure applicants fully understand and are interested in the training, provide orientation in proper work habits emphasizing dependability and punctuality.
1	Start a full scale of classes for the handicapped (mentally, physically, and developmentally) open only to handicapped, teaching independent living, art, photography, etc, and have the teachers for these classes be people who presently work with the handicapped in the community
1	Co-op education works out well. But in future if we can hire more people (with available funds) it will make it even better

QUESTION #31

IN WHAT WAYS COULD HUMBOLDT REGIONAL OCCUPATIONAL PROGRAM (HROP) BETTER WORK WITH YOUR ORGANIZATION?

N	
13	More communication on what they do
12	Don't know enough about them
12	They're ok
9	More contact with employers
8	Not at all- Couldn't work with us
4	Couldn't because our business too small
4	No Suggestions
2	Send motivated students
1	Don't know. I don't think I can offer the long term developmental opportunities you're looking for, for your people. Call me if I'm wrong.
1	Not sure. I have the feeling since we have a very low employee turnover, the time spent might not be worth the benefits.
1	Start reforestation training program; erosion control, could do practical work in the community while learning.
1	Doubts
1	Was in contact with their food preparation program. They are mechanized and the food preparation program works with hand preparation
1	Possibly send us some welders.
1	Offer woods work program or millwork
1	They're funded in a way that makes changes very slow. Feel they perpetuate work and gender stereotypes as it stands now. Am on 5 year committee to give program input.
1	Don't use
1	Looks pretty good, not problems
1	By placing students with us who are capable and qualified.
1	Possibly offer a truck driving course.

Question #31 Cont'd

N	
1	No suggestion, there's a need for good cooks in the area
1	Used to teach there, many HROP welders go to C/R. They cooperate
1	No comment
1	Have your instructors stop by when we are in full production and look at our welding menthods
1	Too young a clientele, she works with office of education
1	It's hard to take time to train someone maybe in winter we could use someone in the office because we are less busy then, and then, once they're trained, we could use someone in the winter to start posting.
1.	Possibly for the training of operatorsa nd/or offering programs in marketing sales, typing, shorthand, technical basic electrictiy and electronics courses. People with radio licenses we could use, people trained with these skills.
1	Don't see anyone. If need, could call them to hire someone.
1	Continue to provide business training for office positions and management as well as specific courses directed toward the wood products industry. For example, grading, surveying, etc.
1	No. Attempted to start a trainig program for business machine service-man, but it didn't work out.
1	Employers and the three agencies in question could benefit by some consolidation of services between CETA, HROP, and C/R. You could inform employers of all services available, such as work-study, OJT, and combine your lists of job-seekers. This would give employers more choice of prospective employees and also increase job opportunities for applicants.
1	Not sure
1	Offer work experience in retail sales
1	We have our own training program and methods
1	Had an HROP student here once, but the people in the HROP didn't come around to see how he was doing. I feel they could have come around more and shown a greater interest in their student.
1	Can't see anyways
1	Service the Orleans area
1	They don't have any programs in this area related to my business

Question #31 Cont'd

N	
1	Maybe they could look into the feasibility of having a program in this area for training checker and cashiers.
1	If they do have a training program in our area, it could be helpful, I do have some high school students on a work study program. That's been good, and if they are HROP, I think it's a good program.
1	We are pleased with their efforts in placing interested, neat, capable young people in our stores as trainees
1	Twice a year list sent out on students interested in full or part-time work and qualifications
1	Don't have need of additional sources at this time
1	No, sales is backbone, highly complex, not high turn-over. A class in sales and personal approaches might be helpful, and musically inclined
1	Communication is poor. Lack of motivation. To stress the importance of good work and attendance habits would be first step
1	Not really
1	No, when we hire, we want them to stay fairly long
1	If they would include more on oriental foods
1	No, was unfamiliar with their food service porgram
1	No way
1	No, don't work with them yet. Don't know enough about them and possible program development for motel management, etc.
1	Have not worked with HROP yet.
1	Couldn't at this time. I just took over a business myself and have yet to expand by hiring people. Give more information out to public as to the vocational programs available.
1	Train beauticians in hairdressing but also in working with public
1	Support concept, but don't see its relevance to this business
1	Couldn't
1	Can't use at this time
1	Need full-time, committed people for the trade
1	Offer truck cab repair skills

Question #31 Cont'd

N	
1	Offer courses in appliance repair and refrigeration
1	Probably cancel it and save taxpayers money
1	Offer files training
1	Perhaps have students work for us - practical work experience in teaching motor development, hand-eye, foot coordination, balance coordination, confidence.
1	Only experiences and knowledge is in secretary and office training; has limited training for people we need
1	Offer insurance training
1	Develop medical receptionist program, dealing with phones
1	Make us aware of what was available for us for hire. Mini-courses for employee training
1	Provide trained dental personnel
1	Couldn't, too young
1	Satisfied with home care trainees
1	Couldn't, business is too small and jobs take a lot of apecialized training
1	Continue program for medical technicians. Market is competitive
1	They work for us
1	We would be interested in them giving us some people and having them pat the wages
1	Haven't worked with them
1	Organize a training field for per-school teachers and teacher aides
1	I'm new as director here and still not familiar enough with the HROP
1	Possibly if student wanted to come in and volunteer time, working in the office.
1	HROP could possibly provide semi-skilled person for summertime or part-time work in our surveying and/or drafting departments

Question #31 Cont'd

N

1 I really don't understand the whole program. Offer courses in general maintenance and human relations, carpentry, plumbing. Help people, give them skills in how to communicate. One problem that some youth have is in presenting themselves in a positive manner, their dress, how they communicate. I feel that people coming out of schools and/or training programs need to be made aware of this. Develop skills in water and sewage treatment, septic systems, water systems.

1 We don't really hire that many people, so I'm not sure, perhaps we can explore that

1 Having trainees available for outlying areas; making sure applicants fully understand and are interested in the training; provide orientation in proper work habits emphasizing dependability and punctuality.

1 I'm not sure, they may be able to have someone teach our developmentally disabled people skills in independent living, art, etc., but our people wouldn't probably go through a complete HROP program.

ADDITIONAL COMMENTS

Family business, don't want to expand

Shut down right now due to interest rates

We run a small business. The men I have working have been with me for 3 to 20 years. Because we are small, we haven't contacted colleges, CETA, etc, but the programs are good. I hope I've been of some help.

Plans on concentrating on developing business out of area, says this area is going down fast.

Employer feels the kind of jobs he has are best learned on the job, not in any kind of classroom situation. States most of the learning takes place by making the mistakes on the job and learning from them.

Small logging business

This employer contracts with a lumber company to provide timber fallers and these are not entry-level jobs, therefore, many of the questions are not applicable.

Small business - seasonal

Family operated

Seasonal work logging

This firm does plumbing work, cat work, backhoe, dump truck driving, overhauling pumps and pulling and setting pumps.

Office is only part of business in the area, rest of operations are in San Bernardino.

Firewood business is seasonal, have even more in winter season to cut, package wood--no one now. Aldo operates a timber-lumber division.

If you wish information about injection molding of plastic, or other information about the plastics industry, we may be able to assist. We occasionally do custom injection for others.

Seasonal

Had four employees earlier this year and had to lay them off due to economy.

In spite of our response to 28-s, (no, on changing careers for women) we are an equal opportunity employer. To date, however, we have not had a female applicant for an entry-level position that had the physical strength necessary for the job.

We are a very small construction company that is family oriented.

Felt the company is doing just great in present operations.

Additional Comments Cont'd

I have six employees. One has been with me 21 years, one 19 years, one 10 years, one 9 years, one five years, and neighbor girl just hired part-time may work out. As you can see, there is no turnover in our business and most of the programs are not necessary. We are non-union and steer away from people with experience in larger stores.

Wants Humboldt Regional Occupational Program to contact him.

We must have trained staff.

Mechanics been here for 25 to 30 years.

One problem with training new people is that it takes so much time.

Interested in trainee program, expensive, but we train.

Please note - some questions were not answered specifically - we had a definite communication problem, as it seems he doesn't understand or speak English very well.

We have about 60 employees in the summer.

Employer also teaches a class in photography for C/R.

This is a chain based out of Seattle. The Employee Count (EC) in the records is nationwide. The Eureka store is only one in Humboldt County.

Garberville employer states she'd love to have C/R students working for her. She'd love it if the college were only five miles away but distance is a problem.

Structural pest control - licensed man. Need good people June - October.

Difficult to get medical transcribers

There is a nation-wide shortage of experienced muffler installers. It takes two years of in-house training to bring a man up to production qualities. Some early schooling could cut six months off of this.

We hire all union personnel.

This survey is a consolidation of all of our branches. We felt that this would be a more accurate representation for your purposes.

We did purchase an office in Fortuna in 1980.

Employer made the point that he felt more courses about insurance should be offered that there is a lack of training in this area in the schools for insurance.

"Being knowledgeable in this business is important", states owner of real estate operation.

We run a very small office. Our newest girl has been here over two years and our oldest girl over four years.

Additional Comments Cont'd

By way of explanation, our firm owns a mobile home park in Humboldt County. It employes a husband and wife manager team. We only employ experienced couples, and currently do not anticipate any additional or replacement employees being hired in the near future. Therefore, most of the questions on this survey do not apply to our operation.

Dear Sir: I provide only service as a physician specializing in anesthesiology and I incorporated as a solo corporation.

Our organization is government funded - mostly volunteer - about 20 volunteers, and one or two CETA funded positions.

Just moved, will expand if funding available.

We also have several slots available subject to funding - did not count those as they are uncertain at best Eleven temporary employees layed off due to cutback of funds.

Agency is volunteer, limited funding, no paid positions.

States he only works when he can get jobs, his season is sometimes less than 6 months. Nobody working for him now. States also, "lately quality of workers has declined".

Small dress shop owned and operated by one person

Feels that courses that would be helpful to offer, something on interviewing people, affirmative action updates, techniques on how to interview perspective employees better.

This agency has only three paid positions, the rest are volunteer.

Hiring done through affirmative action; Test given, list established; we hire off that list.

ECONOMIC QUESTIONS FOR MANUFACTURERS ONLY

Access to the computer print-out of this data is available on request. It was not written up for distribution due to time limits on the project.

QUESTION #32

WHAT IS THE PRIMARY PRODUCT THAT YOUR FIRM PRODUCES?

N	
5	Lumber only
3	Logs
3	Commercial printing
3	Recap tires and tire service work
3	**Redwood Gift Products**
2	Soft drinks
2	Seafood
2	Retail food stores
2	Automobile Dealers
2	Fast foods
2	Retail Sales
2	Motor Lodges
2	Plywood, siding, finger board
2	Lumber re-manufacturing
2	Building Contractors
1	Cattle, sheep, wool
1	Custom home and remodel
1	Christmas Trees
1	Powder, butter, and fresh fluid milk
1	Non-fat dry milk "Milkman"
1	Fish carcasses for mink food
1	Waste from animals
1	Tortilla and chip
1	Back packing equipment
1	Lath and fencing

Question #32 Cont'd

N	
1	Redwood logs
1	Logging and road maintanence
1	Livestock
1	Timber
1	Lumber and particle board, pulp, sell surplus electricity to PG&E, to paper company
1	Wood chips
1	Finger jointed lumber
1	Firewood
1	Patio furniture
1	Bleached pulp
1	Wooden sash, doors, moulding, cabinet
1	Shakes, shingles, grape stakes and poles
1	Roof trusses and kitchen cabinets
1	Redwood and wood products
1	Plant support systems
1	Wood fencing
1	Advertising, newspaper
1	Printed materials, newspapers and commercial printing
1	Books
1	Xerox copies
1	Paint and coating
1	Safety and exposure suits
1	Plastics injection molding; plastic teaching aids - assembly and packing
1	Leather goods - belt, handbags, accessories
1	Stoneware

Question #32 Cont'd

N

1 Readimix concrete and gravel

1 Manufacture concrete products

1 Crab pots

1 Custom work for contractors

1 Envirotex polymer coatings (epoxies)

1 Winch lines, wire cables for logging

1 Industrial pressure washer, like super car wash or used in ship yards

1 Wood burning stoves

1 Parts for transportation Fifth wheels for trucks

1 Did manufacture winches and net reels but no longer any market

1 Artificial limbs, orthopedic braces

1 Aluminum cartop carriers and footbraces for kayaks

1 Greenware

1 Homes

1 Tires and service

1 Raw redwood burl slabs and bases. Driftwood furniture, also both finished

1 Agricultural stakes

1 Lumber, plywood in this area

1 Video limit switch

1 Hydraulic cylinder

1 Recycled materials baled for resale to secondary materials

1 Retail/wholesale food sales and distribution

1 Candy manufacturing and retail for our own store only

1 Bakery goods

1 Shoes

1 Specialized desserts, sandwiches, ice cream

Question #32 Cont'd

N

1 Sell furniture and appliances

1 Service for photography

1 Life and health and group and corporate insurance

1 Ophthalmology (Eye doctors)

1 No product-service only Anesthesiology

1 Dentist

1 Convalescent Hospital

1 Legal advice

1 Retail clothing

1 General repairs

1 Machinery repairs

1 General machine work

1 Ambulance Service

1 Service

APPENDIX A
QUESTIONNAIRE

Dear Employer:

The College of the Redwoods, Humboldt County CETA, Humboldt County Office of Education and the local Employment office are conducting a survey of employers in Humboldt County. The following questionnaire is designed to gather information about training and employment opportunities in Humboldt County. This information will be used in the development of new training programs and in the evaluation of existing training programs in Humboldt County.

Your firm's name will not be connected in any way with the findings of this survey. Information will be published in aggregate form only, thereby assuring strict confidentiality of your answers.

If after two weeks you have not returned the questionnaire, we will contact you again. Your participation in this survey is vitally important for future planning in the areas of employment and training programs.

If you have any further questions regarding this survey, please contact Dave Lyons, Survey Coordinator

Humboldt County Employer Survey Project
927 Fourth Street
Eureka, CA 95501
(707) 442-4104

SECTION A: CHARACTERISTICS OF THE FIRM

1. How many people work for your firm, business or agency?
   Full-time_____
   Permanent part-time_____
   Temporary part-time_____

2. How many new employees were hired by your firm during the calendar year 1980?
   Number of employees_____

3. How many new employees do you expect to hire in the calendar year 1981?
   Number of employees_____

4. How long has your firm or organization operated in Humboldt County? _____

5. Is the firm planning to expand, establish a branch office or relocate in the next year?
   ☐ No ☐ Expansion on site ☐ Branch expansion ☐ Relocating in another area

6. Has your firm worked with any of the following agencies?

	No	Yes, training participants	Yes, hiring participants	Yes, program development
a. CETA	☐	☐	☐	☐
b. College of the Redwoods	☐	☐	☐	☐
c. Humboldt Regional Occupational Programs (HROP)	☐	☐	☐	☐

7. Would you consider working with any of the following agencies in the future?

	No	Yes, training participants	Yes, hiring participants	Yes, program development
a. CETA	☐	☐	☐	☐
b. College of the Redwoods	☐	☐	☐	☐
c. Humboldt Regional Occupational Programs (HROP)	☐	☐	☐	☐

SECTION B: ENTRY-LEVEL OCCUPATIONAL PROFILE

We are particularly interested in ENTRY-LEVEL occupations. ENTRY-LEVEL occupations are those which are usually filled from outside the firm, as opposed to internal promotion, require 2 years or less of training and require little or no experience.

8. Given the above definition, many firms find that they have several ENTRY-LEVEL occupations, such as clerk, clean-up worker, sales trainee. How many DIFFERENT types of ENTRY-LEVEL occupations does your firm have?_____

9. Please indicate the job titles and give a brief description of the three major ENTRY-LEVEL occupations in your organization.

   1. Entry-level occupation title: _____
      Description: _____
   2. Entry-level occupation title: _____
      Description: _____
   3. Entry-level occupation title: _____
      Description: _____

10. In calendar year 1980, how many ENTRY-LEVEL employees were hired by your firm?_____

11. Please indicate the ways your firm obtains new employees in ENTRY-LEVEL occupations. (Rank three in order of importance. Number 1 will be the highest rating.)

    a. _____ Walk-in, unreferred
    b. _____ Classified newspaper advertisement
    c. _____ Placement agency
    d. _____ Business, vocational school
    e. _____ State Employment Service (EDD)
    f. _____ Other (please specify) _____
    g. _____ Word of mouth
    h. _____ CETA
    i. _____ Labor unions
    j. _____ Community colleges
    k. _____ Four-year college or university
    l. _____ Humboldt Regional Occupational Programs (HROP)

12. How difficult is it to fill ENTRY-LEVEL positions?

    ☐ Very difficult ☐ Difficult ☐ No problem

13. Please indicate the rate of turnover for your firm's PRIMARY ENTRY-LEVEL position.

    ☐ 7 and above employees in 6 months ☐ 4-6 employees in 6 months ☐ 0-3 employees in 6 months

14. Are ENTRY-LEVEL employees usually promoted to higher level jobs within your firm?

    ☐ Yes ☐ No

For the following questions, on-the-job training refers to the instruction of specific job skills while the employee is working for the firm and being paid for her/his work.

15. Would occupations in your firm that usually have little or no on-the-job training be suitable for increased on-the-job training opportunities?

    ☐ Yes ☐ No ☐ Possibly

16. Does your organization provide classroom training for ENTRY-LEVEL employees?

    ☐ Yes ☐ No ☐ Sometimes

17. For positions that have classroom training, who normally provides the training?

    ☐ Your firm ☐ CETA ☐ Labor unions
    ☐ Private training organization ☐ Community colleges ☐ High School Adult Education
    ☐ Other (please specify_____ ☐ Humboldt Regional Occupational Programs (HROP)

18. Would occupations in your firm that usually have little or no access to classroom training be suitable for increased classroom training opportunities?

    ☐ Yes ☐ No ☐ Possibly

19. Which of the following screening techniques does your organization use for ENTRY-LEVEL jobs?

	Required	Not Required		Required	Not Required
a. Personal Interview	☐	☐	c. Skill test	☐	☐
b. Letter of recommendation	☐	☐	d. Resume	☐	☐

20. What is the minimum length of previous employment experience for ENTRY-LEVEL jobs?

    ☐ None ☐ Less than 6 months ☐ 7 to 12 months ☐ Over 12 months

21. Please indicate whether or not the following qualities are important for ENTRY-LEVEL job applicants in your organization.
(Rank 4 in the order of importance.)

	Rank		Rank
a. Length of past employment	_____	f. Personal appearance	_____
b. Frequency of job changes	_____	g. High School diploma or G.E.D.	_____
c. Related past job experience	_____	h. Communication skills	_____
d. Vocational training	_____	i. Dependability	_____
e. Enthusiasm about the job	_____	j. Other (please specify) _____	

22. What are your most common reasons for dismissing ENTRY-LEVEL employees?
(Rank 4 in the order of importance.)

	Rank		Rank
a. Absenteeism	_____	e. Dishonesty	_____
b. Personal appearance	_____	f. Falsifying work records	_____
c. Disciplinary problems	_____	g. Personality factors	_____
d. Other (please specify)	_____	h. Inability to learn skills	_____
_____			

23. Has your company ever hired students or graduates from:

	Yes	No		Yes	No
a. College of the Redwoods	☐	☐	d. High School Adult Education	☐	☐
b. Humboldt State University	☐	☐			
c. Humboldt Regional Occupational Program (HROP)	☐	☐	e. CETA	☐	☐

24. Generally, were you satisfied with the performance of those people?

	Yes	No		Yes	No
a. College of the Redwoods	☐	☐	d. High School Adult Education	☐	☐
b. Humboldt State University	☐	☐			
c. Humboldt Regional Occupational Program (HROP)	☐	☐	e. CETA	☐	☐

25. For those that you were dissatisfied with, what were their major deficiencies?

_____

_____

_____

26. Does your organization provide on-going staff development programs for employees?

☐ Yes ☐ No

27. If short term workshops and continuing education courses were offered in YOUR AREA, would your organization participate?

☐ Yes ☐ No

28. Which of the following Employee Development Programs might your firm be interested in?

	Yes	No		Yes	No
a. Changing careers for women	☐	☐	g. Office Administration Workshops	☐	☐
b. Productivity development	☐	☐	h. Labor relations	☐	☐
c. Mid-management development	☐	☐	i. Understanding economic trends	☐	☐
d. The handicapped worker	☐	☐	j. Financial Management	☐	☐
e. Stress Management	☐	☐	k. Small Business Workshops	☐	☐

f. Other (please specify) _____

29 In what ways could CETA better work with your organization?

30. In what ways could College of the Redwoods better work with your organization?

31. In what ways could Humboldt Regional Occupational Program (HROP) better work with your organization.?

SECTION C: ECONOMIC QUESTIONS FOR MANUFACTURERS ONLY

32. What is the primary product that your firm produces? _____

33. Is that product:
- ☐ an INTERMEDIATE product that is sold to another firm for additional finishing IN Humboldt County?
- ☐ an INTERMEDIATE product that is sold to another firm for additional finishing OUTSIDE Humboldt County?
- ☐ a FINAL product sold to retailers or wholesalers?

34. If your product is an INTERMEDIATE one, what additional processing does it receive between the time it leaves your firm and the point of sale?

Additional processing operations:

1. _____
2. _____
3. _____

If any questions should arise concerning your responses, whom should we contact?

Name: _____ Title: _____ Phone: _____

☐ Check here if you wish to receive a summary of the results of this survey.

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APPENDIX B

STANDARD INDUSTRIAL CODE

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APPENDIX C

DICTIONARY OF OCCUPATIONAL TITLES CODES

SUMMARY LISTING OF OCCUPATIONAL CATEGORIES, DIVISIONS, AND GROUPS

OCCUPATIONAL CATEGORIES

0/1 Professional, technical, and managerial occupations
2 Clerical and sales occupations
3 Service occupations
4 Agricultural, fishery, forestry, and related occupations
5 Processing occupations
6 Machine trades occupations
7 Benchwork occupations
8 Structural work occupations
9 Miscellaneous occupations

TWO-DIGIT OCCUPATIONAL DIVISIONS

PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

00/01 Occupations in architecture, engineering, and surveying
02 Occupations in mathematics and physical sciences
04 Occupations in life sciences
05 Occupations in social sciences
07 Occupations in medicine and health
09 Occupations in education
1 Occupations in museum, library, and archival sciences
11 Occupations in law and jurisprudence
12 Occupations in religion and theology
13 Occupations in writing
14 Occupations in art
15 Occupations in entertainment and recreation
16 Occupations in administrative specializations
18 Managers and officials, n.e.c.
19 Miscellaneous professional, technical, and managerial occupations

CLERICAL AND SALES OCCUPATIONS

20 Stenography, typing, filing, and related occupations
21 Computing and account-recording occupations
22 Production and stock clerks and related occupations
23 Information and message distribution occupations
24 Miscellaneous clerical occupations
25 Sales occupations, services
26 Sales occupations, consumable commodities
27 Sales occupations, commodities, n.e.c.
29 Miscellaneous sales occupations

SERVICE OCCUPATIONS

30 Domestic service occupations
31 Food and beverage preparation and service occupations
32 Lodging and related service occupations
33 Barbering, cosmetology, and related service occupations
34 Amusement and recreation service occupations
35 Miscellaneous personal service occupations
36 Apparel and furnishings service occupations
37 Protective service occupations
38 Building and related service occupations

AGRICULTURAL, FISHERY, FORESTRY, AND RELATED OCCUPATIONS

40 Plant farming occupations
41 Animal farming occupations
42 Miscellaneous agricultural and related occupations
44 Fishery and related occupations
45 Forestry occupations
46 Hunting, trapping, and related occupations

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PROCESSING OCCUPATIONS

50 Occupations in processing of metal
51 Ore refining and foundry occupations
52 Occupations in processing of food, tobacco, and related products
53 Occupations in processing of paper and related materials
54 Occupations in processing of petroleum, coal, natural and manufactured gas, and related products
55 Occupations in processing of chemicals, plastics, synthetics, rubber, paint, and related products
56 Occupations in processing of wood and wood products
57 Occupations in processing of stone, clay, glass, and related products
58 Occupations in processing of leather, textiles, and related products
59 Processing occupations, n.e.c.

MACHINE TRADES OCCUPATIONS

60 Metal machining occupations
61 Metalworking occupations, n.e.c.
62/63 Mechanics and machinery repairers
64 Paperworking occupations
65 Printing occupations
66 Wood machining occupations
67 Occupations in machining stone, clay, glass, and related materials
68 Textile occupations
69 Machine trades occupations, n.e.c.

BENCHWORK OCCUPATIONS

70 Occupations in fabrication, assembly, and repair of metal products, n.e.c.
71 Occupations in fabrication and repair of scientific, medical, photographic, optical, horological, and related products
72 Occupations in assembly and repair of electrical equipment
73 Occupations in fabrication and repair of products made from assorted materials
74 Painting, decorating, and related occupations
75 Occupations in fabrication and repair of plastics, synthetics, rubber, and related products
76 Occupations in fabrication and repair of wood products
77 Occupations in fabrication and repair of sand, stone, clay, and glass products
78 Occupations in fabrication and repair of textile, leather, and related products
79 Bench work occupations, n.e.c.

STRUCTURAL WORK OCCUPATIONS

80 Occupations in metal fabricating, n.e.c.
81 Welders, cutters, and related occupations
82 Electrical assembling, installing, and repairing occupations
84 Painting, plastering, waterproofing, cementing, and related occupations
85 Excavating, grading, paving, and related occupations
86 Construction occupations, n.e.c.
89 Structural work occupations, n.e.c.

MISCELLANEOUS OCCUPATIONS

90 Motor freight occupations
91 Transportation occupations, n.e.c.
92 Packaging and materials handling occupations
93 Occupations in extraction of minerals
95 Occupations in production and distribution of utilities
96 Amusement, recreation, motion picture, radio and television occupations, n.e.c.
97 Occupations in graphic art work

THREE-DIGIT OCCUPATIONAL GROUPS

PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS

00/01 Occupations in architecture, engineering, and surveying
001 Architectural occupations
002 Aeronautical engineering occupations
003 Electrical/electronics engineering occupations
005 Civil engineering occupations
006 Ceramic engineering occupations
007 Mechanical engineering occupations
008 Chemical engineering occupations
010 Mining and petroleum engineering occupations
011 Metallurgy and metallurgical engineering occupations
012 Industrial engineering occupations
013 Agricultural engineering occupations
014 Marine engineering occupations
015 Nuclear engineering occupations
017 Drafters, n.e.c.
018 Surveying/cartographic occupations
019 Occupations in architecture, engineering, and surveying, n.e.c.

02 Occupations in mathematics and physical sciences
020 Occupations in mathematics
021 Occupations in astronomy
022 Occupations in chemistry
023 Occupations in physics
024 Occupations in geology
025 Occupations in meteorology
029 Occupations in mathematics and physical sciences, n.e.c.

04 Occupations in life sciences
040 Occupations in agricultural sciences
041 Occupations in biological sciences
045 Occupations in psychology
049 Occupations in life sciences, n.e.c.

05 Occupations in social sciences
050 Occupations in economics
051 Occupations in political science
052 Occupations in history
054 Occupations in sociology
055 Occupations in anthropology
059 Occupations in social sciences, n.e.c.

07 Occupations in medicine and health
070 Physicians and surgeons
071 Osteopaths
072 Dentists
073 Veterinarians
074 Pharmacists
075 Registered nurses
076 Therapists
077 Dietitians
078 Occupations in medical and dental technology
079 Occupations in medicine and health, n.e.c.

09 Occupations in education
090 Occupations in college and university education
091 Occupations in secondary school education
092 Occupations in preschool, primary school, and kindergarten education
094 Occupations in education of the handicapped
096 Home economists and farm advisers
097 Occupations in vocational education, n.e.c.
099 Occupations in education, n.e.c.

10 Occupations in museum, library, and archival sciences
100 Librarians
101 Archivists
102 Museum curators and related occupations
109 Occupations in museum, library, and archival sciences, n.e.c.

11 Occupations in law and jurisprudence
110 Lawyers
111 Judges
119 Occupations in law and jurisprudence, n.e.c.

12 Occupations in religion and theology
120 Clergy
129 Occupations in religion and theology, n.e.c.

13 Occupations in writing
131 Writers
132 Editors, publication, broadcast, and script
137 Interpreters and translators
139 Occupations in writing, n.e.c.

14 Occupations in art
141 Commercial artists: designers and illustrators, graphic arts
142 Environmental, product, and related designers
143 Occupations in photography
144 Fine artists: painters, sculptors, and related occupations
149 Occupations in art, n.e.c.

15 Occupations in entertainment and recreation
150 Occupations in dramatics
151 Occupations in dancing
152 Occupations in music
153 Occupations in athletics and sports
159 Occupations in entertainment and recreation, n.e.c.

16 Occupations in administrative specializations
160 Accountants and auditors
161 Budget and management systems analysis occupations
162 Purchasing management occupations
163 Sales and distribution management occupations
164 Advertising management occupations
165 Public relations management occupations
166 Personnel administration occupations
168 Inspectors and investigators, managerial and public service
169 Occupations in administrative specializations, n.e.c.

18 Managers and officials, n.e.c.
180 Agriculture, forestry, and fishing industry managers and officials
181 Mining industry managers and officials
182 Construction industry managers and officials
183 Manufacturing industry managers and officials
184 Transportation, communication, and utilities industry managers and officials
185 Wholesale and retail trade managers and officials
186 Finance, insurance, and real estate managers and officials
187 Service industry managers and officials
188 Public administration managers and officials
189 Miscellaneous managers and officials, n.e.c.

19 Miscellaneous professional, technical, and managerial occupations
191 Agents and appraisers, n.e.c.
193 Radio operators
194 Sound, film, and videotape recording, and reproduction occupations
195 Occupations in social and welfare work
196 Airplane pilots and navigators
197 Ship captains, mates, pilots, and engineers
198 Railroad conductors
199 Miscellaneous professional, technical, and managerial occupations, n.e.c.

CLERICAL AND SALES OCCUPATIONS

20 Stenography, typing, filing, and related occupations
201 Secretaries
202 Stenographers
203 Typists and typewriting-machine operators

205 Interviewing clerks
206 File clerks
207 Duplicating-machine operators and tenders
208 Mailing and miscellaneous office machine operators
209 Stenography, typing, filing, and related occupations, n.e.c.

21 Computing and account-recording occupations
210 Bookkeepers and bookkeeping-machine operators
211 Cashiers and tellers
213 Electronic and electromechanical data processors
214 Billing and rate clerks
215 Payroll, timekeeping, and duty-roster clerks
216 Accounting and statistical clerks
217 Account-recording-machine operators, n.e.c.
219 Computing and account-recording occupations, n.e.c.

22 Production and stock clerks and related occupations
221 Production clerks
222 Shipping, receiving, stock, and related clerical occupations
229 Production and stock clerks and related occupations, n.e.c.

23 Information and message distribution occupations
230 Hand delivery and distribution occupations
235 Telephone operators
236 Telegraph operators
237 Information and reception clerks
238 Accommodation clerks and gate and ticket agents
239 Information and message distribution occupations, n.e.c.

24 Miscellaneous clerical occupations
241 Investigators, adjusters, and related occupations
243 Government service clerks, n.e.c.
245 Medical service clerks, n.e.c.
247 Advertising-service clerks, n.e.c.
248 Transportation-service clerks, n.e.c.
249 Miscellaneous clerical occupations, n.e.c.

25 Sales occupations, services
250 Sales occupations, real estate and insurance
251 Sales occupations, business and financial services
252 Sales occupations, transportation services
253 Sales occupations, utilities
254 Sales occupations, printing and advertising
259 Sales occupations, services, n.e.c.

26 Sales occupations, consumable commodities
260 Sales occupations, agricultural and food products
261 Sales occupations, textile products, apparel, and notions
262 Sales occupations, chemicals, drugs, and sundries
269 Sales occupations, miscellaneous consumable commodities, n.e.c.

27 Sales occupations, commodities, n.e.c.
270 Sales occupations, home furniture, furnishings, and appliances
271 Sales occupations, electrical goods, except home appliances
272 Sales occupations, farm and gardening equipment and supplies
273 Sales occupations, transportation equipment, parts, and supplies
274 Sales occupations, industrial and related equipment and supplies
275 Sales occupations, business and commercial equipment and supplies
276 Sales occupations, medical and scientific equipment and supplies
277 Sales occupations, sporting, hobby, stationery, and related goods
279 Sales occupations, miscellaneous commodities, n.e.c.

29 Miscellaneous sales occupations
290 Sales clerks
291 Vending and door to door selling occupations
292 Route sales and delivery occupations
293 Solicitors
294 Auctioneers
295 Rental clerks
296 Shoppers
297 Sales promotion occupations
298 Merchandise displayers
299 Miscellaneous sales occupations, n.e.c.

SERVICE OCCUPATIONS

30 Domestic service occupations
301 Household and related work
302 Launderers, private family
305 Cooks, domestic
309 Domestic service occupations, n.e.c.

31 Food and beverage preparation and service occupations
310 Hosts/hostesses and stewards/stewardesses, food and beverage service, except ship stewards/stewardesses
311 Waiters/waitresses, and related food service occupations
312 Bartenders
313 Chefs and cooks, hotels and restaurants
315 Miscellaneous cooks, except domestic
316 Meatcutters, except in slaughtering and packing houses
317 Miscellaneous food and beverage preparation occupations
318 Kitchen workers, n.e.c.
319 Food and beverage preparation and service occupations, n.e.c.

32 Lodging and related service occupations
320 Boarding-house and lodging-house keepers
321 Housekeepers, hotels and institutions
323 Housecleaners, hotels, restaurants, and related establishments
324 Bellhops and related occupations
329 Lodging and related service occupations, n.e.c.

33 Barbering, cosmetology, and related service occupations
330 Barbers
331 Manicurists
332 Hairdressers and cosmetologists
333 Make-up occupations
334 Masseurs and related occupations
335 Bath attendants
338 Embalmers and related occupations
339 Barbering, cosmetology, and related service occupations, n.e.c.

34 Amusement and recreation service occupations
340 Attendants, bowling alley and billiard parlor
341 Attendants, golf course, tennis court, skating rink, and related facilities
342 Amusement device and concession attendants
343 Gambling hall attendants
344 Ushers
346 Wardrobe and dressing room attendants
349 Amusement and recreation service occupations, n.e.c.

35 Miscellaneous personal service occupations
350 Ship stewards/stewardesses and related occupations
351 Train attendants
352 Hosts/hostesses and stewards/stewardesses, n.e.c.
353 Guides
354 Unlicensed birth attendants and practical nurses
355 Attendants, hospitals, morgues, and related health services
357 Baggage handlers
358 Checkroom, locker room, and restroom attendants
359 Miscellaneous personal service occupations, n.e.c.

36 Apparel and furnishings service occupations
361 Laundering occupations
362 Dry cleaning occupations
363 Pressing occupations
364 Dyeing and related occupations
365 Shoe and luggage repairer and related occupations
366 Bootblacks and related occupations
369 Apparel and furnishings service occupations, n.e.c.

37 Protective service occupations
371 Crossing tenders and bridge operators
372 Security guards and correction officers, except crossing tenders
373 Fire fighters, fire department

375 Police officers and detectives, public service
376 Police officers and detectives, except in public service
377 Sheriffs and bailiffs
378 Armed forces enlisted personnel
379 Protective service occupations, n.e.c.

38 Building and related service occupations
381 Porters and cleaners
382 Janitors
383 Building pest control service occupations
388 Elevator operators
389 Building and related service occupations, n.e.c.

AGRICULTURAL, FISHERY, FORESTRY, AND RELATED OCCUPATIONS

40 Plant farming occupations
401 Grain farming occupations
402 Vegetable farming occupations
403 Fruit and nut farming occupations
404 Field crop farming occupations, n.e.c.
405 Horticultural specialty occupations
406 Gardening and groundskeeping occupations
407 Diversified crop farming occupations
408 Plant life and related service occupations
409 Plant farming and related occupations, n.e.c.

41 Animal farming occupations
410 Domestic animal farming occupations
411 Domestic fowl farming occupations
412 Game farming occupations
413 Lower animal farming occupations
418 Animal service occupations
419 Animal farming occupations, n.e.c.

42 Miscellaneous agricultural and related occupations
421 General farming occupations
429 Miscellaneous agricultural and related occupations, n.e.c.

44 Fishery and related occupations
441 Net, seine, and trap fishers
442 Line fishers
443 Fishers, miscellaneous equipment
446 Aquatic life cultivation and related occupations
447 Sponge and seaweed gatherers
449 Fishery and related occupations, n.e.c.

45 Forestry occupations
451 Tree farming and related occupations
452 Forest conservation occupations
453 Occupations in harvesting forest products, except logging
454 Logging and related occupations
455 Log grading, scaling, sorting, rafting, and related occupations
459 Forestry occupations, n.e.c.

46 Hunting, trapping, and related occupations
461 Hunting and trapping occupations

PROCESSING OCCUPATIONS

50 Occupations in processing of metal
500 Electroplating occupations
501 Dip plating occupations
502 Melting, pouring, casting, and related occupations
503 Pickling, cleaning, degreasing, and related occupations
504 Heat-treating occupations
505 Metal spraying, coating, and related occupations
509 Occupations in processing of metal, n.e.c.

51 Ore refining and foundry occupations
510 Mixing and related occupations
511 Separating, filtering, and related occupations
512 Melting occupations
513 Roasting occupations
514 Pouring and casting occupations
515 Crushing and grinding occupations
518 Molders, coremakers, and related occupations
519 Ore refining and foundry occupations, n.e.c.

52 Occupations in processing of food, tobacco, and related products
520 Mixing, compounding, blending, kneading, shaping, and related occupations
521 Separating, crushing, milling, chopping, grinding, and related occupations
522 Culturing, melting, fermenting, distilling, saturating, pickling, aging, and related occupations
523 Heating, rendering, melting, drying, cooling, freezing, and related occupations
524 Coating, icing, decorating, and related occupations
525 Slaughtering, breaking, curing, and related occupations
526 Cooking and baking occupations, n.e.c.
529 Occupations in processing of food, tobacco, and related products, n.e.c.

53 Occupations in processing of paper and related materials
530 Grinding, beating, and mixing occupations
532 Cooking and drying occupations
533 Cooling, bleaching, screening, washing, and related occupations
534 Calendering, sizing, coating, and related occupations
535 Forming occupations, n.e.c.
539 Occupations in processing of paper and related materials, n.e.c.

54 Occupations in processing of petroleum, coal, natural and manufactured gas, and related products
540 Mixing and blending occupations
541 Filtering, straining, and separating occupations
542 Distilling, subliming, and carbonizing occupations
543 Drying, heating, and melting occupations
544 Grinding and crushing occupations
546 Reacting occupations, n.e.c.
549 Occupations in processing of petroleum, coal, natural and manufactured gas, and related products, n.e.c.

55 Occupations in processing of chemicals, plastics, synthetics, rubber, paint, and related products
550 Mixing and blending occupations
551 Filtering, straining, and separating occupations
552 Distilling occupations
553 Heating, baking, drying, seasoning, melting, and heat-treating occupations
554 Coating, calendering, laminating, and finishing occupations
555 Grinding and crushing occupations
556 Casting and molding occupations, n.e.c.
557 Extruding occupations
558 Reacting occupations, n.e.c.
559 Occupations in processing of chemicals, plastics, synthetics, rubber, paint, and related products, n.e.c.

56 Occupations in processing of wood and wood products
560 Mixing and related occupations
561 Wood preserving and related occupations
562 Saturating, coating, and related occupations, n.e.c.
563 Drying, seasoning, and related occupations
564 Grinding and chopping occupations, n.e.c.
569 Occupations in processing of wood and wood products, n.e.c.

57 Occupations in processing of stone, clay, glass, and related products
570 Crushing, grinding, and mixing occupations
571 Separating occupations
572 Melting occupations
573 Baking, drying, and heat-treating occupations
574 Impregnating, coating, and glazing occupations
575 Forming occupations
579 Occupations in processing of stone, clay, glass, and related products, n.e.c.

58 Occupations in processing of leather, textiles, and related products

580 Shaping, blocking, stretching, and tentering occupations
581 Separating, filtering, and drying occupations
582 Washing, steaming, and saturating occupations
583 Ironing, pressing, glazing, staking, calendering, and embossing occupations
584 Mercerizing, coating, and laminating occupations
585 Singeing, cutting, shearing, shaving, and napping occupations
586 Felting and fulling occupations
587 Brushing and shrinking occupations
589 Occupations in processing of leather, textiles, and related products, n.e.c.

59 Processing occupations, n.e.c.

590 Occupations in processing products from assorted materials
599 Miscellaneous processing occupations, n.e.c.

MACHINE TRADES OCCUPATIONS

60 Metal machining occupations

600 Machinists and related occupations
601 Toolmakers and related occupations
602 Gear machining occupations
603 Abrading occupations
604 Turning occupations
605 Milling, shaping, and planing occupations
606 Boring occupations
607 Sawing occupations
609 Metal machining occupations, n.e.c.

61 Metalworking occupations, n.e.c.

610 Hammer forging occupations
611 Press forging occupations
612 Forging occupations, n.e.c.
613 Sheet and bar rolling occupations
614 Extruding and drawing occupations
615 Punching and shearing occupations
616 Fabricating machine occupations
617 Forming occupations, n.e.c.
619 Miscellaneous metalworking occupations, n.e.c.

62/63 Mechanics and machinery repairers

620 Motorized vehicle and engineering equipment mechanics and repairers
621 Aircraft mechanics and repairers
622 Rail equipment mechanics and repairers
623 Marine mechanics and repairers
624 Farm mechanics and repairers
625 Engine, power transmission, and related mechanics
626 Metalworking machinery mechanics
627 Printing and publishing mechanics and repairers
628 Textile machinery and equipment mechanics and repairers
629 Special industry machinery mechanics
630 General industry mechanics and repairers
631 Powerplant mechanics and repairers
632 Ordnance and accessories mechanics and repairers
633 Business and commercial machine repairers
637 Utilities service mechanics and repairers
638 Miscellaneous occupations in machine installation and repair
639 Mechanics and machinery repairers, n.e.c.

64 Paperworking occupations

640 Paper cutting, winding, and related occupations
641 Folding, creasing, scoring, and gluing occupations
649 Paperworking occupations, n.e.c.

65 Printing occupations

650 Typesetters and composers
651 Printing press occupations
652 Printing machine occupations
653 Bookbinding-machine operators and related occupations
654 Typecasters and related occupations
659 Printing occupations, n.e.c.

66 Wood machining occupations

660 Cabinetmakers
661 Patternmakers
662 Sanding occupations
663 Shearing and shaving occupations
664 Turning occupations
665 Milling and planing occupations
666 Boring occupations
667 Sawing occupations
669 Wood machining occupations, n.e.c.

67 Occupations in machining stone, clay, glass, and related materials

670 Stonecutters and related occupations
673 Abrading occupations
674 Turning occupations
675 Planing and shaping occupations, n.e.c.
676 Boring and punching occupations
677 Chipping, cutting, sawing, and related occupations
679 Occupations in machining stone, clay, glass, and related materials, n.e.c.

68 Textile occupations

680 Carding, combing, drawing, and related occupations
681 Twisting, beaming, warping, and related occupations
682 Spinning occupations
683 Weavers and related occupations
684 Hosiery knitting occupations
685 Knitting occupations, except hosiery
686 Punching, cutting, forming, and related occupations
687 Tufting occupations
689 Textile occupations, n.e.c.

69 Machine trades occupations, n.e.c.

690 Plastics, synthetics, rubber, and leather working occupations
691 Occupations in fabrication of insulated wire and cable
692 Occupations in fabrication of products from assorted materials
693 Modelmakers, patternmakers, and related occupations
694 Occupations in fabrication of ordnance, ammunition, and related products, n.e.c.
699 Miscellaneous machine trades occupations, n.e.c.

BENCHWORK OCCUPATIONS

70 Occupations in fabrication, assembly, and repair of metal products, n.e.c.

700 Occupations in fabrication, assembly, and repair of jewelry, silverware, and related products
701 Occupations in fabrication, assembly, and repair of tools, and related products
703 Occupations in assembly and repair of sheetmetal products, n.e.c.
704 Engravers, etchers, and related occupations
705 Filing, grinding, buffing, cleaning, and polishing occupations, n.e.c.
706 Metal unit assemblers and adjusters, n.e.c.
709 Miscellaneous occupations in fabrication, assembly, and repair of metal products, n.e.c.

71 Occupations in fabrication and repair of scientific, medical, photographic, optical, horological, and related products

710 Occupations in fabrication and repair of instruments for measuring, controlling, and indicating physical characteristics
711 Occupations in fabrication and repair of optical instruments
712 Occupations in fabrication and repair of surgical, medical, and dental instruments and supplies
713 Occupations in fabrication and repair of ophthalmic goods
714 Occupations in fabrication and repair of photographic equipment and supplies
715 Occupations in fabrication and repair of watches, clocks, and parts
716 Occupations in fabrication and repair of engineering and scientific instruments and equipment, n.e.c.

719 Occupations in fabrication and repair of scientific and medical apparatus, photographic and optical goods, horological, and related products, n.e.c.

72 Occupations in assembly and repair of electrical equipment

720 Occupations in assembly and repair of radio and television receiving sets and phonographs
721 Occupations in assembly and repair of motors, generators, and related products
722 Occupations in assembly and repair of communications equipment
723 Occupations in assembly and repair of electrical appliances and fixtures
724 Occupations in winding and assembling coils, magnets, armatures, and related products
725 Occupations in assembly of light bulbs and electronic tubes
726 Occupations in assembly and repair of electronic components and accessories, n.e.c.
727 Occupations in assembly of storage batteries
728 Occupations in fabrication of electrical wire and cable
729 Occupations in assembly and repair of electrical equipment, n.e.c.

73 Occupations in fabrication and repair of products made from assorted materials

730 Occupations in fabrication and repair of musical instruments and parts
731 Occupations in fabrication and repair of games and toys
732 Occupations in fabrication and repair of sporting goods
733 Occupations in fabrication and repair of pens, pencils, and office and artists' materials, n.e.c.
734 Occupations in fabrication and repair of notions
735 Occupations in fabrication and repair of jewelry, n.e.c.
736 Occupations in fabrication and repair of ordnance and accessories
737 Occupations in fabrication of ammunition, fireworks, explosives, and related products
739 Occupations in fabrication and repair of products made from assorted materials, n.e.c.

74 Painting, decorating, and related occupations

740 Painters, brush
741 Painters, spray
742 Staining, waxing, and related occupations
749 Painting, decorating, and related occupations, n.e.c.

75 Occupations in fabrication and repair of plastics, synthetics, rubber, and related products

750 Occupations in fabrication and repair of tires, tubes, tire treads, and related products
751 Laying out and cutting occupations, n.e.c.
752 Fitting, shaping, cementing, finishing, and related occupations, n.e.c.
753 Occupations in fabrication and repair of rubber and plastic footwear
754 Occupations in fabrication and repair of miscellaneous plastics products
759 Occupations in fabrication and repair of plastics, synthetics, rubber, and related products, n.e.c.

76 Occupations in fabrication and repair of wood products

760 Bench carpenters and related occupations
761 Occupations in laying out, cutting, carving, shaping, and sanding wood products, n.e.c.
762 Occupations in assembling wood products, n.e.c.
763 Occupations in fabrication and repair of furniture, n.e.c.
764 Cooperage occupations
769 Occupations in fabrication and repair of wood products, n.e.c.

77 Occupations in fabrication and repair of sand, stone, clay, and glass products

770 Occupations in fabrication and repair of jewelry, ornaments, and related products
771 Stone cutters and carvers
772 Glass blowing, pressing, shaping, and related occupations, n.e.c.
773 Occupations in coloring and decorating brick, tile, and related products
774 Occupations in fabrication and repair of pottery and porcelain ware
775 Grinding, filing, polishing, frosting, etching, cleaning, and related occupations, n.e.c.
776 Occupations in fabrication and repair of asbestos and polishing products, abrasives, and related materials
777 Modelmakers, patternmakers, moldmakers, and related occupations
779 Occupations in fabrication and repair of sand, stone, clay, and glass products, n.e.c.

78 Occupations in fabrication and repair of textile, leather, and related products

780 Occupations in upholstering and in fabrication and repair of stuffed furniture, mattresses, and related products
781 Laying out, marking, cutting, and punching occupations, n.e.c.
782 Hand sewers, menders, embroiders, knitters, and related occupations, n.e.c.
783 Fur and leather working occupations
784 Occupations in fabrication and repair of hats, caps, gloves, and related products
785 Tailors and dressmakers
786 Sewing machine operators, garment
787 Sewing machine operators, nongarment
788 Occupations in fabrication and repair of footwear
789 Occupations in fabrication and repair of textile, leather, and related products, n.e.c.

79 Bench work occupations, n.e.c.

790 Occupations in preparation of food, tobacco, and related products, n.e.c.
794 Occupations in fabrication of paper products, n.e.c.
795 Gluing occupations, n.e.c.

STRUCTURAL WORK OCCUPATIONS

80 Occupations in metal fabricating, n.e.c.

800 Riveters, n.e.c.
801 Fitting, bolting, screwing, and related occupations
804 Tinsmiths, coppersmiths, and sheet metal workers
805 Boilermakers
806 Transportation equipment assemblers and related occupations
807 Body workers, transportation equipment
809 Miscellaneous occupations in metal fabricating, n.e.c.

81 Welders, cutters, and related occupations

810 Arc welders and cutters
811 Gas welders
812 Resistance welders
813 Brazing, braze-welding, and soldering occupations
814 Solid state welders
815 Electron-beam; electroslag, thermit; induction; and laser-beam welders
816 Thermal cutters and arc cutters
819 Welders, cutters, and related occupations, n.e.c.

82 Electrical assembling, installing, and repairing occupations

820 Occupations in assembly, installation, and repair of generators, motors, accessories, and related powerplant equipment
821 Occupations in assembly, installation, and repair of transmission and distribution lines and circuits
822 Occupations in assembly, installation, and repair of wire communication, detection and signaling equipment
823 Occupations in assembly, installation, and repair of electronic communication, detection, and signaling equipment
824 Occupations in assembly, installation, and repair of lighting equipment and building wiring, n.e.c.
825 Occupations in assembly, installation, and repair of transportation and materials handling equipment, n.e.c.
826 Occupations in assembly, installation, and repair of industrial apparatus, n.e.c.
827 Occupations in assembly, installation, and repair of large household appliances and similar commercial and industrial equipment
828 Occupations in fabrication, installation, and repair of electrical and electronics products, n.e.c.

829 Occupations in installation and repair of electrical products, n.e.c.

84 Painting, plastering, waterproofing, cementing, and related occupations

840 Construction and maintenance painters and related occupations
841 Paperhangers
842 Plasterers and related occupations
843 Waterproofing and related occupations
844 Cement and concrete finishing and related occupations
845 Transportation equipment painters and related occupations
849 Painting, plastering, waterproofing, cementing, and related occupations, n.e.c.

85 Excavating, grading, paving, and related occupations

850 Excavating, grading, and related occupations
851 Drainage and related occupations
853 Paving occupations, asphalt and concrete
859 Excavating, grading, paving, and related occupations, n.e.c.

86 Construction occupations, n.e.c.

860 Carpenters and related occupations
861 Brick and stone masons and tile setters
862 Plumbers, gas fitters, steam fitters, and related occupations
863 Asbestos and insulation workers
864 Floor laying and finishing occupations
865 Glaziers and related occupations
866 Roofers and related occupations
869 Miscellaneous construction occupations, n.e.c.

89 Structural work occupations, n.e.c.

891 Occupations in structural maintenance, n.e.c.
899 Miscellaneous structural work occupations, n.e.c.

MISCELLANEOUS OCCUPATIONS

90 Motor freight occupations

900 Concrete-mixing-truck drivers
902 Dump-truck drivers
903 Truck drivers, inflammables
904 Trailer-truck drivers
905 Truck drivers, heavy
906 Truck drivers, light
909 Motor freight occupations, n.e.c.

91 Transportation occupations, n.e.c.

910 Railroad transportation occupations
911 Water transportation occupations
912 Air transportation occupations
913 Passenger transportation occupations, n.e.c.
914 Pumping and pipeline transportation occupations
915 Attendants and servicers, parking lots and automotive service facilities
919 Miscellaneous transportation occupations, n.e.c.

92 Packaging and materials handling occupations

920 Packaging occupations
921 Hoisting and conveying occupations
922 Occupations in moving and storing materials and products, n.e.c.
929 Packaging and materials handling occupations, n.e.c.

93 Occupations in extraction of minerals

930 Earth boring, drilling, cutting, and related occupations
931 Blasting occupations
932 Loading and conveying operations
933 Crushing occupations
934 Screening and related occupations
939 Occupations in extraction of minerals, n.e.c.

95 Occupations in production and distribution of utilities

950 Stationary engineers
951 Firers and related occupations
952 Occupations in generation, transmission, and distribution of electric light and power
953 Occupations in production and distribution of gas
954 Occupations in filtration, purification, and distribution of water
955 Occupations in disposal of refuse and sewage
956 Occupations in distribution of steam
959 Occupations in production and distribution of utilities, n.e.c.

96 Amusement, recreation, motion picture, radio and television occupations, n.e.c.

960 Motion picture projectionists
961 Models, stand-ins, and extras, n.e.c.
962 Occupations in motion picture, television, and theatrical productions, n.e.c.
969 Miscellaneous amusement and recreation occupations, n.e.c.

97 Occupations in graphic art work

970 Art work occupations, brush, spray, or pen
971 Photoengraving occupations
972 Lithographers and related occupations
973 Hand compositors, typesetters, and related occupations
974 Electrotypers, stereotypers, and related occupations
976 Darkroom occupations, n.e.c.
977 Bookbinders and related occupations
979 Occupations in graphic art work, n.e.c.

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APPENDIX D

EMPLOYER SURVEY CODEBOOK

EMPLOYER SURVEY CODEBOOK

Variable Number	Column Number	Variable-Question	Variable Description and Codes
1	1-4	Questionnaire number	XXXX=Actual Number 9999=N/A
2	5-7	Standard Industrial Code (SIC)	XXX=Actual Value 999-N/A
3	8-11	Employee Count	XXXX=Actual Value
4	12-16	Zip Code	XXXXX=Actual Value
		HOW MANY PEOPLE WORK FOR YOUR FIRM, BUSINESS, OR AGENCY?	
5	17-20	Full-Time	XXXX=Actual Value 9999=N/A
6	21-24	Permanent Part-Time	XXXX=Actual Value 9999=N/A
7	25-28	Temporary Part-Time	XXXX=Actual Value 9999=N/A
8	29-31	How many new employees were hired by your firm during the calendar year 1980?	XXX=Actual Value 999=N/A
9	32-34	How many new employees do you expect to hire in the calendar year 1981?	XXX=Actual Value 999=N/A
10	35-37	How long has your firm or organization operated in Humboldt County?	XXX=Actual Value
11	38	Is the firm planning to expand establish a branch office or relocate in the next year?	1=No 2=Expansion on site 3=Branch Expansion 4=Relocating in another area 9=N/A
		HAS YOUR FIRM WORKED WITH ANY OF THE FOLLOWING AGENCIES?	
12	39	Has your firm worked with CETA?	1=No 2=Yes, Training Participants 3=Yes, Hiring Participants 4=Yes, Program Development 9=N/A

Variable Number	Column Number	Variable-Question	Variable Description and Codes
13	40	Has your firm worked with College of the Redwoods?	1=No 2=Yes, Training Participants 3=Yes, Hiring Participants 4=Yes, Program Development 9=N/A
14	41	Has your firm worked with Humboldt Regional Occupa-pational program?	1=No 2=Yes, Training Participants 3=Yes, Hiring Participants 4=Yes, Program Development 9=N/A

WOULD YOU CONSIDER WORKING WITH ANY OF THE FOLLOWING AGENCIES IN THE FUTURE?

15	42	Would you consider working with CETA in the future?	1=No 2=Yes, Training Participants 3=Yes, Hiring Participants 4=Yes, Program Development 9=N/A
16	43	Would you consider working with College of the Redwoods in the future?	1=No 2=Yes, Training Participants 3=Yes, Hiring Participants 4=Yes, Program Development 9=N/A
17	44	Would your consider working with Humboldt Regional Occupational Program in the future?	1=No 2=Yes, Training Participants 3=Yes, Hiring Participants 4=Yes, Program Development 9=N/A
18	45-46	Given the above definition, many firms find that they have several ENTRY-LEVEL occupations, such as clerk clean-up worker, sales trainee. How many DIFFER-ENT types of ENTRY-LEVEL Occupations does your firm have?	XX=Actual Value 99=N/A

PLEASE INDICATE THE JOB TITLES AND GIVE A BRIEF DESCRIPTION OF THE THREE MAJOR ENTRY-LEVEL OCCUPATIONS IN YOUR ORGANIZATION.

19	47-49	Dictionary of Occupational Titles (DOT) code for EN-TRY-LEVEL occupation tit-le	XXX=3-digit number 999=N/A
20	50-52	Dictionary of Occupational Titles (DOT) code for EN-TRY-LEVEL occupation tit-le	XXX=3-digit number 999=N/A
21	53-55	Dictionary of Occupational Titles (DOT) code for EN-TRY-LEVEL occupation tit-le	XXX=3-digit number 999=N/A

Variable Number	Column Number	Variable-Question	Variable Description and Codes
22	56-58	In calendar year 1980, how many ENTRY-LEVEL employees were hired by your firm?	XXX=Actual Value 999=N/A
		PLEASE INDICATE THE WAYS YOUR FIRM OBTAINS NEW EMPLOYEES IN ENTRY-LEVEL OCCUPATIONS. (RANK THREE IN ORDER OF IMPORTANCE. NUMBER 1 WILL BE THE HIGHEST RATING.)	
23	59	Walk-in, Unreferred	1=First in importance 2=Second in importance 3=Third in importance 9=N/A
24	60	Classified newspaper advertisement	1=First in importance 2=Second in importance 3=Third in importance 9=N/A
25	61	Placement Agency	1=First in importance 2=Second in importance 3=Third in importance 9=N/A
26	62	Business, vocational school	1=First in importance 2=Second in importance 3=Third in importance 9=N/A
27	63	State Employment Service (EDD)	1=First in importance 2=Second in importance 3=Third in importance 9=N/A
28	64	Other(Please specify)	1=First in importance 2=Second in importance 3=Third in importance 9=N/A
29	65	Word of mouth	1=First in importance 2=Second in importance 3=Third in importance 9=N/A
30	66	CETA	1=First in importance 2=Second in importance 3=Third in importance 9=N/A
31	67	Labor Unions	1=First in importance 2=Second in importance 3=Third in importance 9=N/A

Variable Number	Column Number	Variable-Question	Variable Description and Codes
32	68	Community Colleges	1=First in importance 2=Second in importance 3=Third in importance 9=N/A
33	69	Four-year college or university	1=First in importance 2=Second in importance 3=Third in importance 9=N/A
34	70	Humboldt Regional Occupational Programs (HROP)	1=First in importance 2=Second in importance 3=Third in importance 9=N/A
35	71	How difficult is it to fill ENTRY-LEVEL positions?	1=Very Difficult 2=Difficult 3=No Problem 9=N/A
36	72	Please indicate the rate of turnover for your firms primary ENTRY-LEVEL position?	1=7 & Above Employees in 6 months 2=4-6 Employees in 6 months 3=0-3 Employees in 6 months 9=N/A
37	73	Are ENTRY-LEVEL employees usually promoted to higher level jobs within your firm.	1=Yes 2=No 9=N/A
38	74	Would occupations in your firm that usually have little or no on-the-job training be suitable for increased on-the-job training opportunities?	1=Yes 2=No 3=Possibly 9=N/A
39	75	Does your organization provide classroom training for ENTRY-LEVEL employees?	1=Yes 2=No 3=Sometimes 9=N/A
40	76	For positions that have classroom training who normally provides the training?	1=Your Firm 2=Private Training Organization 3=Other 4=CETA 5=Community College 6=Labor Union 7=High School Adult Education 8=Humboldt Regional Occupational Program 9=N/A

Variable Number	Column Number	Variable-Question	Variable Description And Code
41	77	Would occupations in your firm that usually have little or no access to classroom training be suitable for increased classroom training opportunities?	1=Yes 2=No 3=Possibly 9=N/A

WHICH OF THE FOLLOWING SCREENING TECHNIQUES DOES YOUR ORGANIZATION USE FOR ENTRY-LEVEL JOBS?

42	78	Does your organization use personal interviews as a screening technique for ENTRY-LEVEL jobs?	1=Required 2=Not Required 9=N/A
43	79	Does your organization use letters of recommendation as a screening technique for ENTRY-LEVEL jobs?	1=Required 2=Not Required 9=N/A
44	80	Card number	1
45	1	Does your organization use skill tests as a screening technique for ENTRY-LEVEL jobs?	1=Required 2=Not Required 9=N/A
46	2	Does your organization use resumes as a screening technique for ENTRY-LEVEL jobs?	1=Required 2=Not Required 9=N/A
47	3	What is the minimum length of previous employment experience for ENTRY-LEVEL jobs?	1=None 2=Less than 6 months 3=7-12 months 4=Over 12 months 9=N/A

PLEASE INDICATE WHETHER OR NOT THE FOLLOWING QUALITIES ARE IMPORTANT FOR ENTRY-LEVEL JOB APPLICANTS IN YOUR ORGANIZATION (RANK 4 IN ORDER OF IMPORTANCE).

48	4	Length of past employment	1=First in importance 2=Second in importance 3=Third in importance 4=Fourth in importance 9=N/A
49	5	Frequency of job changes	1=First in importance 2=Second in importance 3=Third in importance 4=Fourth in importance 9=N/A

Variable Number	Column Number	Variable-Question	Variable Description and Code
50	6	Related past job experience	1=First in importance 2=Second in importance 3=Third in importance 4=Fourth in importance 9=N/A
51	7	Vocational Training	1=First in importance 2=Second in importance 3=Third in importance 4=Fourth in importance 9=N/A
52	8	Enthusiasm about the job	1=First in importance 2=Second in importance 3=Third in importance 4=Fourth in importance 9=N/A
53	9	Personal appearance	1=First in importance 2=Second in importance 3=Third in importance 4=Fourth in importance 9=N/A
54	10	High School Diploma or G.E.D.	1=First in importance 2=Second in importance 3=Third in importance 4=Fourth in importance 9=N/A
55	11	Communication Skills	1=First in importance 2=Second in importance 3=Third in importance 4=Fourth in importance 9=N/A
56	12	Dependability	1=First in importance 2=Second in importance 3=Third in importance 4=Fourth in importance 9=N/A
57	13	Other(please specify)	1=First in importance 2=Second in importance 3=Third in importance 4=Fourth in importance 9=N/A

WHAT ARE YOUR MOST COMMON REASONS FOR DISMISSING ENTRY-LEVEL EMPLOYEES? (RANK 4 IN ORDER OF IMPORTANCE).

58	14	Absenteeism	1=First in importance 2=Second in importance 3=Third in importance 4=Fourth in importance 9=N/A

Variable Number	Column Number	Variable-Question	Variable Description and Code
59	15	Personal Appearance	1=First in importance 2=Second in importance 3=Third in importance 4=Fourth in importance 9=N/A
60	16	Disciplinary Problems	1=First in importance 2=Second in importance 3=Third in importance 4=Fourth in importance 9=N/A
61	17	Other (please specify)	1=First in importance 2=Second in importance 3=Third in importance 4=Fourth in importance 9=N/A
62	18	Dishonesty	1=First in importance 2=Second in importance 3=Third in importance 4=Fourth in importance 9=N/A
63	19	Falsifying work records	1=First in importance 2=Second in importance 3=Third in importance 4=Fourth in importance 9=N/A
64	20	Personality Factors	1=First in importance 2=Second in importance 3=Third in importance 4=Fourth in importance 9=N/A
65	21	Inability to learn skills	1=First in importance 2=Second in importance 3=Third in importance 4=Fourth in importance 9=N/A
		HAS YOUR COMPANY EVER HIRED STUDENTS OR GRADUATES FROM	
66	22	College of the Redwoods	1=Yes 2=No 9=N/A
67	23	Humboldt State University	1=Yes 2=No 9=N/A
68	24	Humboldt Regional Occupational Program	1=Yes 2=No 9=N/A

Variable Number	Column Number	Variable-Question	Variable Description and Code
69	25	High School Adult Education	1=Yes 2=No 9=N/A
70	26	CETA	1=Yes 2=No 9=N/A
		GENERALLY, WERE YOU SATISFIED WITH THE PERFORMANCE OF THOSE PEOPLE?	
71	27	Were you satisfied with the performance of College of the Redwoods?	1=Yes 2=No 9=N/A
72	28	Were you satisfied with the performance of Humboldt State University?	1=Yes 2=No 9=N/A
73	29	Were you satisfied with the performance Humboldt Region-al Occupation Program?	1=Yes 2=No 9=N/A
74	30	Were you satisfied with the performance of High School Adult Education?	1=Yes 2=No 9=N/A
75	31	Were you satisfied with the performance of CETA?	1=Yes 2=No 9=N/A
76	32	Does your organization provide on-going staff de-velopment programs for your your employees?	1=Yes 2=No 9=N/A
77	33	If short term workshops and continuing education courses were offered in your area would your organization participate?	1=Yes 2=No 9=N/A
		WHICH OF THE FOLLOWING EMPLOYEE DEVELOPMENT PROGRAMS MIGHT YOUR FIRM BE INTERESTED IN?	
78	34	Would your firm be interest-ed in changing careers for women?	1=Yes 2=No 9=N/A
79	35	Would your firm be interest-ed in productivity develop-ment?	1=Yes 2=No 9=N/A
80	36	Would your firm be interest-ed in mid-management develop-ment?	1=Yes 2=No 9=N/A

Variable Number	Column Number	Variable	Variable Description and code
81	37	Would your firm be interested in the handicapped worker?	1=Yes 2=No 9=N/A
82	38	Would your firm be interested in Stress Management?	1=Yes 2=No 9=N/A
83	39	Would your firm be interested in "other" (please specify)	1=Yes 2=No 9=N/A
84	40	Would your firm be interested in Office Administration Workshops?	1=Yes 2=No 9=N/A
85	41	Would your firm be interested in Labor Relations?	1=Yes 2=No 9=N/A
86	42	Would your firm be interested in understanding economic trends?	1=Yes 2=No 9=N/A
87	43	Would your firm be interested in Financial Management?	1=Yes 2=No 9=N/A
88	44	Would your firm be interested in Small Business Workshops?	1-Yes 2=No 9=N/A
ECONOMIC QUESTIONS FOR MANUFACTURERS ONLY			
89	45	Is that product an Intermediate product that is sold to another firm for additional finishing IN Humboldt County?	1=Yes 2=No 9=N/A
90	46	Is that product an intermediate product that is sold to another firm for additional finishing OUTSIDE Humboldt County?	1=Yes 2=No 9=N/A
91	47	Is that product a FINAL product sold to retailers or wholesalers?	1=Yes 2=No 9=N/A
92	48	Check here if you wish to receive a summary of the results of this survey.	1=Yes 9=N/A
93	80	Card Number	2

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